DOCUMENT RESUME

ED 210 851	EC 140 651
AUTHOR	Smith, M. Sherry; And Others
TITLE	Project C.H.A.N.G.E.: Concepts of Handicaps and Attitudes Need Guidance and Education. Primary Curriculum [K-3].
INSTITUTION	Ridgeland Public Schools District 122, Oak Lawn, Ill.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[81]
NOTE	464p.; For related documents, see EC 140 650-655.
AVAILABLE FROM	Ridgeland Public Schools District 122, 6500 W. 95th St., Oak Lawn, IL 60453 ($16.00 per grade level).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Attitude Change; Audiovisual Aids; Blindness; Curriculum Guides; Deafness; *Disabilities; Discussion (Teaching Technique); Elementary School Students; Grade 1; Grade 2; Grade 3; Health Education; Kindergarten; Lesson Plans; *Peer Acceptance; Physical Disabilities; Primary Education; Simulation; *Student Attitudes; Units of Study
IDENTIFIERS	*Project CHANGE

ABSTRACT

The curriculum guide for Project CHANGE (Concepts of Handicaps and Attitudes Need Guidance and Education), designed to improve children's attitudes toward the disabled, presents lesson plans for children in kindergarten through Grade 3 divided into seven curricular units: normal health, senses, acceptance of individual differences, blindness, deafness, physical handicaps, and acceptance of handicapped people. Each unit is intended to be completed in 3 to 5 weeks with one activity per week. Lesson plans typically provide suggestions for simulation activities; use of filmstrips, movies, and books; class discussions; and guest speakers (usually disabled persons). Introductory information (repeated for each grade level) included procedural guidelines for program implementation. Units at each grade level are preceded by a unit outline which lists learning objectives and concepts. Lesson plans are organized to include information on activity name, learning objective, materials needed, and teaching procedure. Worksheets appropriate for reproduction are provided when called for in the lesson plans. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210851

RIDGELAND PUBLIC SCHOOLS
DISTRICT 122
TITLE IV C - ESEA
PROJECT: C.H.A.N.G.E.

CONCEPTS OF HANDICAPS AND ATTITUDES NEED GUIDANCE AND EDUCATION

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

EC140651

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Mary S. Smith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PRIMARY CURRICULUM

CURRICULUM COORDINATOR: KAREN HARPER

SUPERINTENDENT: ROBERT L. OLCESE, Ph.D.

DIRECTOR: DONALD W. MARTIN COORDINATOR: M. SHERRY SMITH

© 1974 BY MARY S. SMITH

CONTENTS

INTRODUCTION

OVERVIEW OF PRIMARY PROGRAM

KINDERGARTEN PROGRAM
  Objectives
  Normal Health
  Senses
  Acceptance of Individual Differences
  Blindness
  Deafness
  Physical Handicaps
  Acceptance of Handicaps

FIRST GRADE PROGRAM
  Objectives
  Normal Health
  Senses
  Acceptance of Individual Differences
  Blindness
  Deafness
  Physical Handicaps
  Acceptance of Handicaps

SECOND GRADE PROGRAM
  Objectives
  Normal Health
  Senses
  Acceptance of Individual Differences
  Blindness
  Deafness
  Physical Handicaps
  Acceptance of Handicaps

THIRD GRADE PROGRAM
  Objectives
  Normal Health
  Senses
  Acceptance of Individual Differences
  Blindness
  Deafness
  Physical Handicaps
  Acceptance of Handicaps

INTRODUCTION

The philosophy of Project C.H.A.N.G.E. (Concept of Handicaps and Attitudes Need Guidance and Education) is handicapped people have the right to be accepted as worthwhile individuals by their non-handicapped peers. Today, non-handicapped individuals are having increasing contact with handicapped individuals. Public Law 94-142 (The Education For All Handicapped Children Act) has added momentum to the growing rights movement of disability groups. However, increased rights for the handicapped population do not mean increased acceptance.

If handicapped individuals are to be successfully integrated into our schools, community, and society they must first be viewed and accepted as worthwhile individuals with the same feelings and needs as non-handicapped individuals. They must be viewed as being capable of sharing with non-handicapped individuals those experiences which constitute life.

Negative reactions towards people we perceive as different from ourselves are a common experience. We feel anxiety, fear, discomfort, or even hostility. Myths and stereotypes concerning these individuals are often incorporated into our value system. However, people do have the ability to change.

Attitudes are influenced by a variety of situational contacts with our family and society. Thus, it is possible for our attitudes to change or modify as a result of our experiences. The goal of Project C.H.A.N.G.E. is to influence and change those holding negative attitudes toward handicapped individuals. This is done by giving children a chance to acquire knowledge about handicapped individuals and their handicapping conditions. Knowledge will help to alleviate the common feelings of anxiety, fear, discomfort or hostility which non-handicapped individuals often experience when encountering a handicapped individual. Opportunity is provided for positive experiences with handicapped people which initiate the giant step towards positive attitudes.

Program teachers are an extremely important factor. They influence and foster knowledge and the attitude of acceptance in their students. They encourage their students to honestly examine and express their positive and negative feelings by creating an accepting atmosphere which develops student support. The expression and examination of positive and negative feelings by the student and the teacher is extremely important. The goal of the program is not to teach children to say "nice" things about handicapped people but to help them develop genuine feelings of acceptance for the disabled. Project C.H.A.N.G.E. deems it necessary to deal with positive and negative feelings as an initial step in successful program implementation and promotion of the ultimate goal - acceptance of the handicapped.

OVERVIEW OF THE PRIMARY PROGRAM

FORMAT OF THE TEACHERS MANUAL

Each level of the primary program is divided into seven curricular units. The units are Normal Health, Senses, Acceptance of Individual Differences, Disability: Blindness, Disability: Deafness, Disability: Physical Handicaps and Acceptance of Handicapped People.

A sequential development of knowledge is built from kindergarten through third grade for each unit. For convenience, the Manual is divided by grade levels. Teachers should view the complete curriculum but will need only their grade level for instructional purposes.

Each unit at a specific grade level includes:

1. Introduction, objectives and concepts.
2. Activities

and a 3. Bibliography.

The Introduction provides the rationale and basic background information for the unit. The behavioral objectives state the desired student response/outcome for unit completion. The sequential development of knowledge can be observed by examining objectives for all grades. Basic concepts are provided to further clarify each objective.

The Activities section is composed of a series of lesson plans. Each lesson plan includes:

1. Objectives - what the student should be able to do when the activity is completed
2. Materials - what is necessary to teach this lesson

and a 3. Procedure - specific suggestions on how to conduct the class activity or utilize films, filmstrips, and books.

The Bibliography contains a brief synopsis of films, filmstrips, and books which are approrpiate for the unit.

SEQUENCE OF UNITS

Units are arranged in a predesignated order which best accomplishes the over-all goal of the program. The units on Normal Health and Senses are included first to provide the students with a background for better understanding handicapping conditions. Similarly, the unit on Acceptance of Individual Differences precedes the study of specific disabilities based on the premise that in order to accept other people must first accept themselves.

Three specific disabilities are studied in the primary curriculum: Blindness, Deafness, and Physical Handicaps. These topics were chosen as they are the three most observable handicapping conditions for children to understand. Thus, they constitute the initial experience for acceptance of handicaps. Blindness is the first unit due to its concrete observableness and simulation ability (closing one's eyes) which formulates understanding in the child. The sequence of units on Deafness and Physical Handicaps was determined on the basis of exposure, the concrete sense loss involved in the disability, and exposure rates of non-handicapped children to these disabilities in a public school system. The concluding unit Acceptance of Handicaps is the very essence of the program. This is what it's all about - acceptance of handicapped people.

For implementation of an effective and successful program, units should be taught in the order which they appear in the Manual.

TEACHING THE CURRICULUM

The program was designed for teachers to complete one activity per week with the students. Each unit covers a time span of three to five weeks. The teacher may choose a lesson plan described in the Activity section of the Manual or use/develop other materials and activities which are appropriate. The choice of materials and activities should be based on the objectives of the unit for each grade level and the individual needs of the class. Teachers should know the sequential development of the objectives at all grade levels when choosing Activities for a specific unit. In this way, a cohesive program is presented to the student.

The lesson plans include various types of activities. Among these are:

1. Simulation Activities - During these activities, the students experience what it's actually like to be handicapped by using a method to simulate a handicapping condition. This might be achieved by activities such as trying to pour water into a cup or find the classroom door while blindfolded.

   These activities help the students to understand the problems a handicapped person encounters in daily living. They also establish a basis for acceptance by fostering the development of empathy for the disabled person. All students should have an opportunity to participate in simulation experiences. They should be encouraged to think about and describe how it feels to be handicapped.

2. Filmstrips, movies, and books - Lesson plans using films, filmstrips, and books are included. These materials help the students to better understand handicapping conditions. They should be used with the specific objective at the grade level. After viewing the material, discussions should help students to achieve the objectives. The lesson plans contain specific directions for use of audio-visual material. These materials are one method for developing empathy.

3. Class discussion - Students should be encouraged to ask questions and talk about their feelings. It is important to accept all feelings - even negative ones. Rather than judge students' feelings, the teachers should help the students to discover why they have a particular feeling.

4. Guest Speakers - Probably the most important and enjoyable activity of the program is providing an opportunity for students to interact with handicapped people. This experience allows the student to perceive the handicapped person as an individual with feelings, needs, talents, and problems similar to themselves.

   An especially exciting speaker to invite is a person who is blind and uses a guide dog. Speakers may be found by asking friends, or contacting local agencies such as: The Association for the Blind; Division of Vocational Rehabilitation; Easter Seal Society; United Cerebral Palsy; local hospitals, etc. Speaker discussion topics must be correlated with the objectives at each grade level. Personally meeting someone with a disability in a positive atmosphere is an important experience in developing acceptance and empathy towards handicapped people as worthwhile individuals.

PROGRAM IMPLEMENTATION

LEARNING CENTER INSTRUCTIONS

The material for all Activities at each level are housed in the Learning Center. Materials are stored in appropriately marked unit boxes according to grade levels. All materials which are necessary for the unit can be found in this box.

The teacher checks the unit material box out of the learning center by signing the sign out card located on the top of the unit box.

After each lesson the teacher should place the materials used back in the unit box. The unit material box should then be returned to the learning center so it is accessible to other teachers at this level.

USE OF THE TEACHERS MANUAL

As previously explained in the Overview, one lesson per week (of your choice) from the Activities section is to completed with the students. The unit material boxes contain all the necessary articles for the lesson plan.

Starting with the first unit at your level, select one activity. After teaching the activity turn to the Lesson Plan Checklist located at the end of the unit and write the title of the activity on the line next to the appropriate week. Rate the Activity using the code on the Lesson Plan Checklist.

At the conclusion of each unit select one Activity which has been taught and evaluate this lesson on the Unit Evaluation Form (which follows the Lesson Plan Checklist). A Unit Evaluation Form must be completed for each unit.

CALL IN SCHEDULE

The "Call In" schedule provides the dates when Teacher Manuals are turned into the school office. At this time, the Lesson Plan Checklist and Unit Evaluation Forms are reviewed and initialed by the Principal. Teachers Manuals are then returned promptly to the teachers for continued program implementation.

SPEAKERS LIST

A minimum of one guest speaker per grade level will be arranged by the Principal or a designee. After Speakers have been scheduled teachers will be notified of the date, time and location of the speaking engagement. Whenever possible, teachers will be allowed to sign up for the time of their choice.

Teachers will be notified of speaker cancellations as soon as possible.

ASSESSMENT INSTRUMENTS

A Skill Attainment Checklist has been designed for each level of the program. These instruments are designed to measure the students achievement in terms of grade level objectives and concepts.

Student instruments are given pre and post the intervening program. Both experimental and control students participate in the assessment instruments to determine the statistical level of significance the project has achieved.

Complete instructions for the instruments are packaged with the assessment materials.

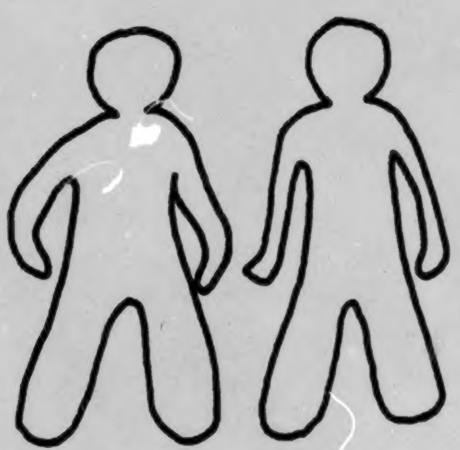
READABILITY STUDY

Nancy Updegraff
Reading Consultant

In each of the work sheets the readability level varies from two years below the grade for which the sheet was designed, to a half year above the grade listed on the top of the sheet. Therefore, the majority of the students (with some assistance on terms) should be able to read the worksheets.

Much of the terminology is complicated and difficult to pronounce. It is not important for students to correctly pronounce terms in order to identify them or to read the material around them. If a term seems bothersome tell the student to call it blank or blank and match or read as needed. For word puzzles the student should be able to locate the word or tell it is on a cross word puzzle by process of elimination even though they may not be able to correctly pronounce it. Worksheets can be done orally, in a group or in partners.

NORMAL HEALTH



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: NORMAL HEALTH

The first unit focuses on "normal health". It is included to help students to understand basic health principles and to motivate them to develop good health habits. The emphasis of the entire program is on developing an understanding of handicapping conditions in order to foster greater empathy for and acceptance of handicapped individuals as worthwhile people with the same feelings and basic needs as non-handicapped individuals. This first unit introduces the area of "normal health" so that students will have a better background for understanding handicapping conditions.

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVES	CONCEPTS
Kindergarten and First Grade:	The students are aware of general health rules.	Cleanliness improves physical appearance and can help prevent disease. Getting enough sleep promotes good health. Daily dental care and regular dental check-ups are important to maintain healthy teeth.
Second Grade:	The students understand the body's need for three well-planned meals a day. The students can identify a balanced meal.	The body needs three well balanced meals a day with a variety of foods chosen from the basic food groups.
Third Grade:	The students can identify basic safety rules.	Practice fire prevention at all times. Certain physical factors coupled with carelessness can be responsible for accidents at home and while playing.

PROJECT: C.H.A.N.G.E.
INTRODUCTION: NORMAL HEALTH

GRADE	OBJECTIVES	CONCEPTS
Third Grade:	The students can identify basic safety rules.	Practice safety rules in and around water. Cross streets at the corner and look both ways before crossing.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
NORMAL HEALTH

ACTIVITY:

Cleanliness Wheel

OBJECTIVE:

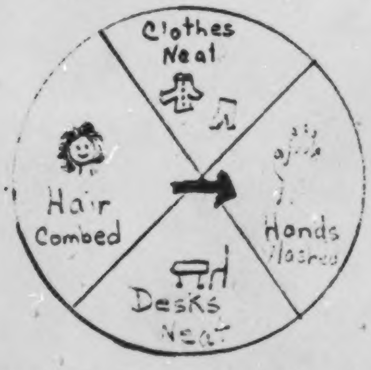
The students recognize the need to practice habits of cleanliness regularly.

MATERIALS:

Cleanliness Wheel:

PROCEDURE:

Make a wheel showing different types of cleanliness habits.



Each day select one student to spin the arrow on the wheel. Whatever section the arrow stops on will be the one that will be checked or inspected that day. Give each student who "passes the inspection" a mark or star on a chart containing the names of the entire class. A student or one student from each row could be chosen to be the inspector or inspectors.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
NORMAL HEALTH

ACTIVITY:

Did you brush?

OBJECTIVE:

The students recognize the need to brush their teeth daily.

MATERIALS:

Large paper.

PROCEDURE:

On drawing or butcher paper, draw the outline of a large house. Make the house big enough so that you have room for as many windows as there are students in the class (or have each student make an individual house and pin all of them on the bulletin board). Cut the windows open in such a way that they can be folded back to make shutters. Behind the windows, place small pictures or drawings of each student. When a student remembers to brush their teeth before coming to school, their shutters are opened. However, if they forget to brush their teeth, the shutters are closed for the day. Tooth brushing passes can be used which must be signed by mother or father and brought to school each day to verify the fact that the students did remember to brush their teeth.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
NORMAL HEALTH

ACTIVITY:

Filmstrip: The Wizard of Good Appearance

OBJECTIVE:

The students are aware of the factors of cleanliness, neatness, and appropriate clothing in producing a good appearance.

MATERIALS:

Filmstrip: The Wizard of Good Appearance from the series: The Healthy Way in Wonderland (Walt Disney Educational Media Company).

PROCEDURE:

After viewing the filmstrip, class discussion should center on the need for bathing, wearing clean, neat clothes and proper grooming of hair and nails. The discussion should also include the topic of dressing appropriately. Students can describe what would be appropriate to wear for various activities (school, swimming, sledding, ice skating, baseball, birthday party, church, etc.) Mention can also be made of the necessity to dress in accordance with the season and climate. The children can draw pictures of people appropriately dressed for various given situations.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
NORMAL HEALTH

ACTIVITY:

Filmstrip: A Clean Sweep

OBJECTIVE:

The students understand cleanliness improves physical appearance and can help prevent disease.

MATERIALS:

Filmstrip: A Clean Sweep from the series Feeling Fine (January Productions).

PROCEDURE:

After viewing the filmstrip discuss:

1. Why was there a horrible smell in the Queendom?
2. Why didn't the Queen clean up?
3. Why did the Queen decide to clean up?
4. How would you feel about sitting next to the Queen before she cleaned up?

The children could draw before and after pictures of the Queen as a concluding activity.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
NORMAL HEALTH

BIBLIOGRAPHY

"A Clean Sweep". Feeling Fine. January Productions, 1975.

"The Wizard of Good Appearance". Healthy Way in Wonderland. Walt Disney, 1974.

SENSES

PRIMARY LEVEL

PROJECT C.H.A.N.G.E.
PRIMARY CURRICULUM
INTRODUCTION: SENSES

A study of the five senses is included in the curriculum prior to the study of handicapping conditions. In order to be fully aware of what it means to be blind, deaf, or physically handicapped, one must first be aware of and appreciate what it means to have sight, hearing and the complete use of one's limbs. In order to develop this awareness a study of the five senses in included. The senses are the means by which one can tell what is happening in the environment. The sense organs report to the body the conditions and changes that are happening outside and inside the body and the motion and position of the body. Each of the sense organs is sensitive to only certain kinds of stimulation and acts independently of other sense organs. Through experience and learning, the body is able to react to the stimulus it receives from the sense organs with appropriate behavior.

The objectives and basic concepts to be taught in the primary grades for this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten:	The students can identify the following body parts; eyes, ears, nose, tongue, ankle, finger, arm, leg, hand, neck, teeth, wrist, thumb, elbow, toe, lips, heel, knee, chest and shoulders.	Parts of the body have specific names.
First Grade:	The students can identify the part of the body used for a specific sense.	Specific parts of the body are used for specific senses; eyes for sight, ears for hearing, tongue for taste, nose for smell, and fingers and skin for touch.
Second Grade:	The students can identify which sense is used to perceive a specific stimulation i.e. touch, hot stove; smell, skunk.	Stimuli is perceived by a specific sense.
Third Grade:	The students can identify all five senses.	The five senses are: sight, taste, smell, touch, and hearing.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
SENSES

ACTIVITY:

Body Parts.

OBJECTIVE:

The students can identify specific parts of the body.

MATERIALS:

Large paper, crayons or paints.

PROCEDURE:

Using large paper, trace around one or more students. (Have them lie on the paper). After the figures have been painted or colored, tape them on the wall and have the students practice pointing to the correct body part when asked.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
SENSES

ACTIVITY:

Filmstrip: Your Wonderful Body

OBJECTIVE:

The students can identify specific body parts.

MATERIALS:

Filmstrip: Your Wonderful Body, from the series Being You (Learning Tree Filmstrips)

PRODEDURE:

After viewing the filmstrip, review the major body parts. A follow-up activity can consist of making a simple movement (bending arm) and having children identify the parts of the body that are being moved.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
SENSES

ACTIVITY:

Hop Palmer Record: Getting To Know Myself

OBJECTIVE:

The students can identify specific body parts.

MATERIALS:

Record: Getting to Know Myself by Hop Palmer,
Educational Activities, Inc.

PROCEDURE:

Play the song "Touch." Have the students do the actions. The words to the song are:

Touch your hands to your toes.
Touch your elbows to your knees
Touch your wrist to your ear
Touch your nose to your knee
Touch your shoulder to your ear
Touch your fingers to your back

Touch your neck to your wrist
Touch your toes to your nose
Touch your ear to your knee
Touch your toes to your toes
Touch your ankle to your wrist
Touch your elbow to your stomach

Touch somebody else's hand
Touch somebody else's foot

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: SENSES

Activity:

Hand, Hand, Hand Game

Objective:

The students can identify various body parts.

Materials:

None

Procedure:

Clap your hands three times saying "Hand, hand, hand" and then name a part of the body. (Hand, hand, hand, toe", "Hand, hand, hand, chin") The students can clap their hands and say "Hand, hand, hand" with you. After naming a part of the body a child is chosen to point to the part named. This could be done in a circle with each child having a turn as you go around the circle. The children can also have turns being the leader.

Body parts which should be used are: eyes, ears, nose, tongue, ankle, finger, arm, leg, hand, neck, teeth, wrist, thumb, elbow, toe, lips, heel, knee, chest, and shoulders.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: SENSES

Activity:

Finger plays

Objective:

The students can identify various body parts.

Materials:

None

Procedure:

Use finger plays that teach body parts.

Example:

This is the circle that is my head. (Raise arms above head and make a circle.)
This is my mouth with which words are said. (Point to mouth)
These are my eyes with which I see. (Point to eyes)
This is my nose that's part of me. (Point to nose)
This is the hair that grows on my head. (Point to hair)
This is my hat all pretty and red (Put fingers on head and make a pointed hat)
This is the feather so bright and gay. (Use pointing finger to make feather)
Now I'm all ready for school today.

As the finger play is repeated various body parts could be substituted in the sentence: This is my nose that's part of me.

PROJECT: C.H.A.N.G.E.
INDERGARTEN CURRICULUM
DISABILITY: SENSES

Activity:

Hokey Pokey

Objective:

The students can identify body parts.

Materials:

None

Procedure:

Play the game Hokey Pokey. Various other body parts can be used in addition to the traditional ones (examples: ankle, wrist, thumb, chin, etc.)

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: SENSES

Activity:

Yum Yum Yum

Objective:

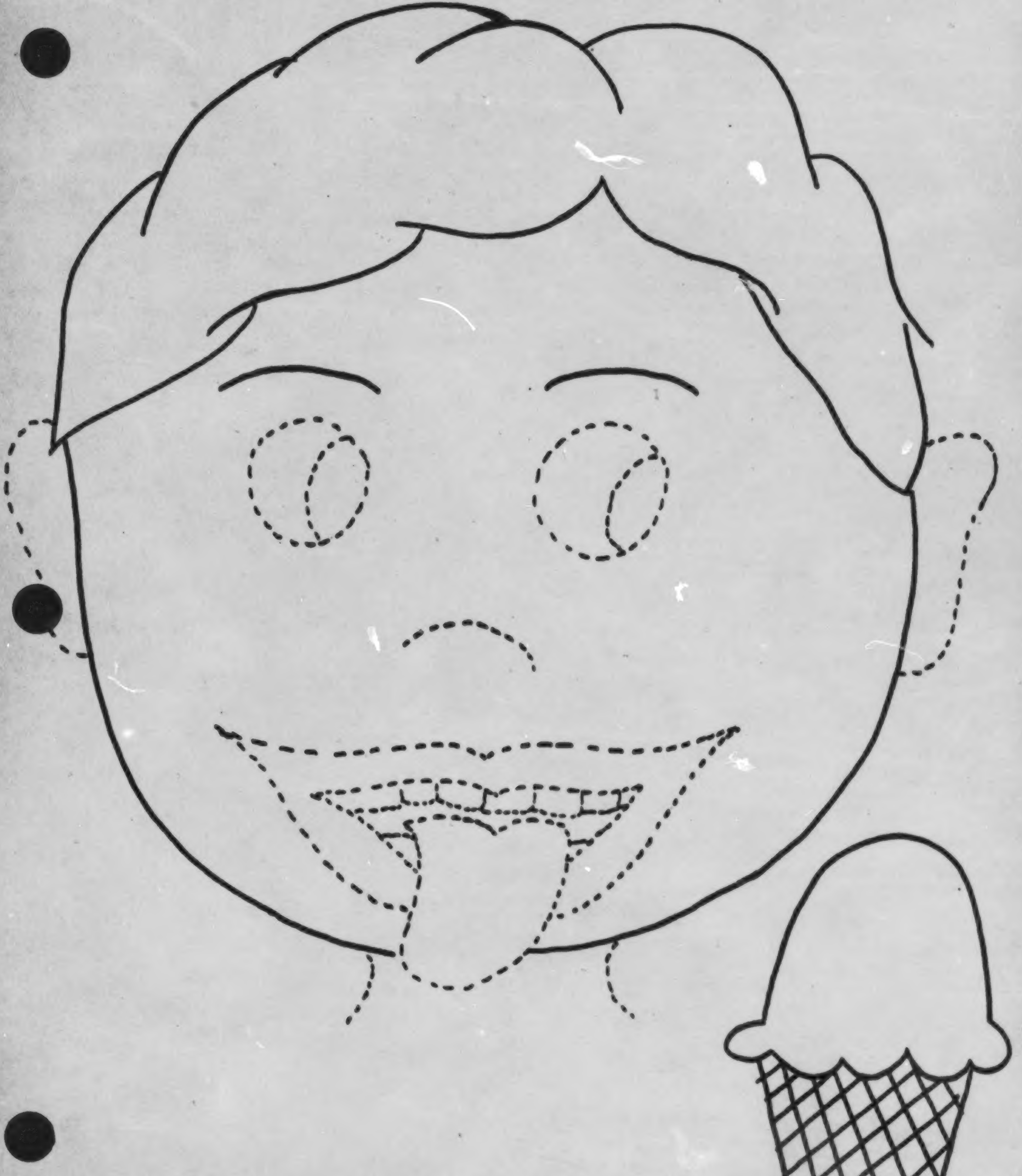
The students can identify various parts of the body.

Materials:

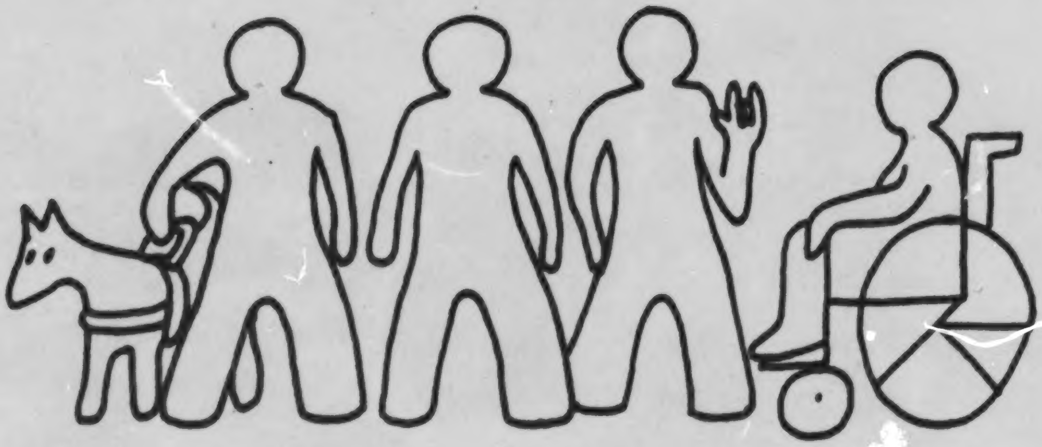
Worksheet

Procedure:

Have the students trace the various body parts as you name them (eyes, nose, ears, neck, tongue, lips, and teeth.)



ACCEPTANCE OF INDIVIDUAL DIFFERENCES



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Before focusing directly on various handicapping conditions a unit stressing and exploring the uniqueness of each individual is included. The inclusion of this unit is based on the premise that one must accept oneself before one can accept others. In this unit the students are guided in developing a sense of themselves as unique and worthwhile individuals with strengths and weaknesses leading to the capacity to view others as worthwhile individuals with strengths and weaknesses.

Included in this unit is an exploration of the area of feelings. Basic feelings are identified and the way in which they may be expressed and explored. Through an exploration of feelings and their causal effect on behavior, the students should be better able to understand individual's, societies, and their own reactions to handicapped individuals.

When teaching this unit, it is important to develop an atmosphere that encourages students to talk freely. It is important that the teacher accept all feelings. All feelings are acceptable - it is the way in which they are expressed that may be inappropriate.

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kgn.	The students can identify ways in which people are alike.	People are alike in many ways (physically, mentally, socially, and emotionally).
	The students can identify ways in which people are different.	People differ in many ways, (physically, mentally, socially, and emotionally.)
First Grade	The students can identify basic feelings and needs in themselves and others.	Everyone experiences certain basic feelings (anger, happiness, loneliness, etc.) and has certain basic needs (physical, social, & emotional)

PROJECT: C.H.A.N.G.E.

INTRODUCTION: ACCEPTANCE OF INDIVIDUAL DIFFERENCES

GRADE	OBJECTIVE	CONCEPT
Second Grade	The students understand people have individual interests, talents, and abilities that make them unique.	In relation to others everyone is different in their feelings and abilities and yet share something with everyone.
	The students can identify strengths and weaknesses in themselves.	Everyone has relative strength and weaknesses.
	The students can express feelings about people who are different from themselves.	Everyone has feelings about people who are different from themselves. These feelings may be positive or negative.
Third Grade	The students understand everyone has different ways of expressing their feelings and needs.	Feelings and needs cause people to act in certain ways. There are several ways to express a particular feeling (anger, etc.) Different people express their feelings in different ways.
	The students can explain how understanding people who are different from themselves would help them to accept others.	Knowledge can remove fear.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Filmstrip: I Was So Mad!

Objective:

The students can identify ways in which people are alike.

Materials:

Filmstrip: I Was So Mad! from the series Every Kid Is Special (Educational Enrichment Materials)

Procedure:

After viewing the filmstrip, ask the children if they ever get mad and have them tell about things that make them angry. Have them come to the conclusion that everyone gets mad. Ask them what are some other feelings that everyone has? Have them conclude that everyone has feelings.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Similarities and Differences

Objective:

The students can identify ways in which people are alike and ways in which people are different.

Procedure:

Have two students stand in front of the group. Have the group point out ways in which the two students are different: if necessary give cues. Things that should be pointed out are: size, haircolor, clothes, likes and dislikes (activities, colors, foods, etc.). Then have the group identify ways in which the two students are the same. Things that could be pointed out are:

Physical Characteristics - (eyes, nose, ears, legs, arms, etc.)

Feelings - (both experience common feelings; happiness, anger, fear, etc.)

Environmental factors - (both have families, go to school, live in homes or apartments, etc.)

Conclude the activity by pointing out that there are many things about people that are the same and there are many things about people that are different.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

Categories

OBJECTIVE:

The students can identify ways in which people are alike and ways in which people are different.

MATERIALS:

None

PROCEDURE:

Discuss the fact that there are many ways in which people are alike and there are also many ways in which people are different. Ask all the children who have a younger brother or sister to stand. Have the students verbalize how all the children who are standing are alike (they all have a younger brother or sister) and how the children who are sitting are different from those who are standing. Repeat with other categories such as:

1. Oldest child in family
2. Only child
3. Has a pet dog
4. Has blonde hair
5. Likes strawberry ice cream
6. Has an older brother or sister in school.
7. Has a two-wheel bike
8. Doesn't like oatmeal

The students can be asked to think of other categories.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

Footprints/ Handprints

OBJECTIVE:

The students recognize that people are alike in many ways and different in many ways.

PROCEDURE:

Have each student trace their hands or feet on a piece of paper or make hand, finger, or footprints, using ink pads or tempera paints. Compare the results noting individual differences in size, shape, lines, etc.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

BIBLIOGRAPHY

"I Was So Mad". Every Kid is Special. Educational Enrichment Materials, 1977.

BLINDNESS

PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: BLINDNESS

The first disability studied by the students is blindness. Blindness is legally defined as: visual acuity of 20/200 or less in the better eye with proper correction or a limitation in the field of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees. This means that the legally blind person can read at 20 feet what a person with normal vision can read at 200. The majority of legally blind people have some sight. This may be light perception, the ability to see large objects, or in a few cases, the ability to read when the print is held close to the eyes.

The study of blindness at the primary level focuses on three major topics:

1. Definition (blindness is defined as the loss or impairment of sight at this level.)
2. Areas of difficulty or special needs of the blind: mobility (difficulties arise with the encounter of stairs, new surroundings, transportation, traffic, elevators, ramps, escalators, weather, etc.) education (difficulties are due to the inability to read printed material) basic self-reliance skills (eating, family care, personal hygiene, dressing, shopping, food preparation, handling finances and clothes selection) hazards (fire, natural disasters, unexpected obstacles), employment choice, and social and recreational activities.
3. Ways of coping with the disability of blindness (guide dogs, development of all other senses to a higher degree than usual, canes, special watches, braille typewriter, tapes, styllus, modification of home environment, special computerized devices, etc.)

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of blindness.	Blindness means the loss or impairment of sight.
First Grade	The students understand and can state the definition of blindness.	Blindness means the loss or impairment of sight.
Second Grade	The students can identify special problems and needs of blind people.	Blind people have special needs and problems resulting from their handicaps (difficulty crossing streets, eating, etc.)

GRADE	OBJECTIVE	CONCEPT
Third Grade	The students can identify ways of dealing with the problem of being blind.	There are many devices and methods that can be used to cope with the problems resulting from being blind (Braille, mobility dogs, canes, etc.)

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: BLINDNESS

ACTIVITY:

Simulation Experience.

OBJECTIVE:

The students understand the definition of blindness.

MATERIALS:

Small Halloween masks (cover the eyes by taping several layers of baggies or plastic over them), materials for making masks (paper, scissors, yarn or elastic for ties, plastic or baggies to cover the holes for eyes).

PROCEDURE:

Discuss with the students what they think it would be like to be blind. Discuss the meaning of the word "blind". Explain the many people who are considered blind, can see some light, or shadows. Let the students try on small Halloween masks that have baggies or several layers of plastic taped over the eyes to discover what some blind people can see. The students could make small paper masks and cover the eyes with plastic or baggies. Yarn or elastic can be used to make ties for them.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: BLINDNESS

ACTIVITY:

Simulation Experience

OBJECTIVE:

The students are able to define blindness as the loss of sight.

MATERIALS:

Blindfold

PROCEDURE:

Let the children experience the sensation of being unable to see by blindfolding them individually and then letting them try to find the door, pencil sharpener, table, etc. Discuss the term "blindness."

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: BLINDNESS

ACTIVITY:

If I Were Blind.......

OBJECTIVE:

The students understand the definition of blindness.

MATERIALS:

Art paper and crayons.

PROCEDURE:

Have the students draw pictures to complete the statement "If I Were Blind I couldn't see ...."

Encourage creative responses such as the candles on my birthday cake, the Christmas Tree, my baby sister, etc. These pictures may be displayed on a bulletin board or made into a class book.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: BLINDNESS

Activity:

Filmstrip: See The First Star

Objective:

The students understand the concept of visual impairments.

Materials:

Filmstrip: See The First Star from the series Every Kid Is Special (Educational Enrichment Materials)

Procedure:

After viewing the filmstrip, discuss with the children the difficulty Johnny had seeing before he got his new glasses. (What things couldn't Johnny see before he got his glasses? Why did he get glasses? Did they help him to see things?) Compare Johnny's vision problem with that of a person who is blind. Explain that a blind person still would be unable to see even with glasses.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: BLINDNESS

Activity:

Blindness: What does it mean?

Objective:

The students understand the definition of blindness.

Materials:

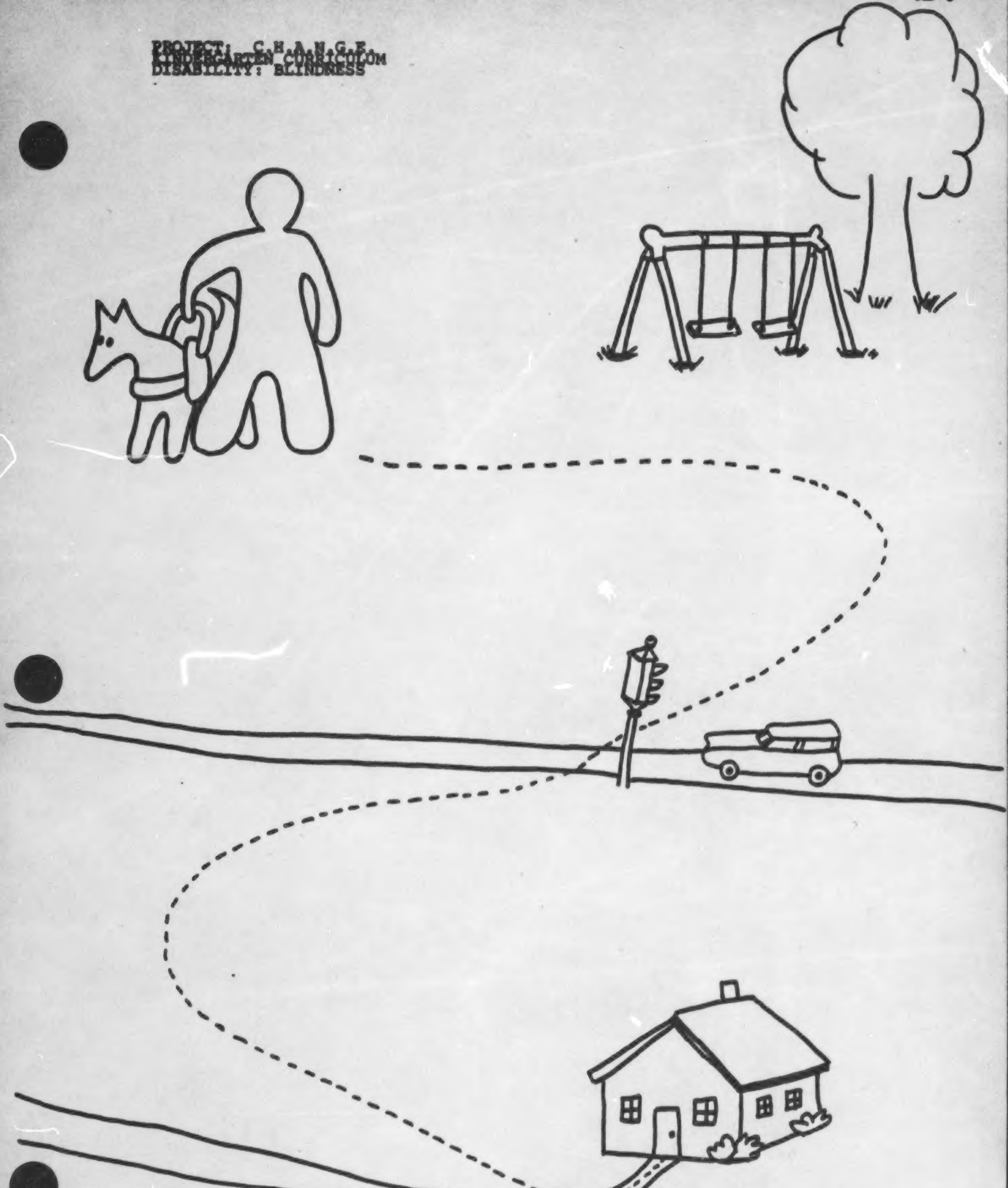
Worksheet

Procedure:

Ask the students:

1. What does blindness mean? (Students should respond that it means you can't see or you can see very little.)
2. What are some of the things you couldn't see if you were blind?
3. What are some of the things you will see on your way home today?

Have the students complete the worksheet. Tell them that the boy is blind and he has a guide dog to help him get around. His dog is going to show him the way home. Direct the students to trace the broken line which is the way the dog will go home. Remind them to be careful to stay on the broken line. Discuss whether the boy will be able to see the cars and stoplight when he has to cross the street. Tell the children his dog will let him know when it's safe to go across.



PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: BLINDNESS

Activity:

Where's my mitten?

Objective:

The students understand the definition of blindness.

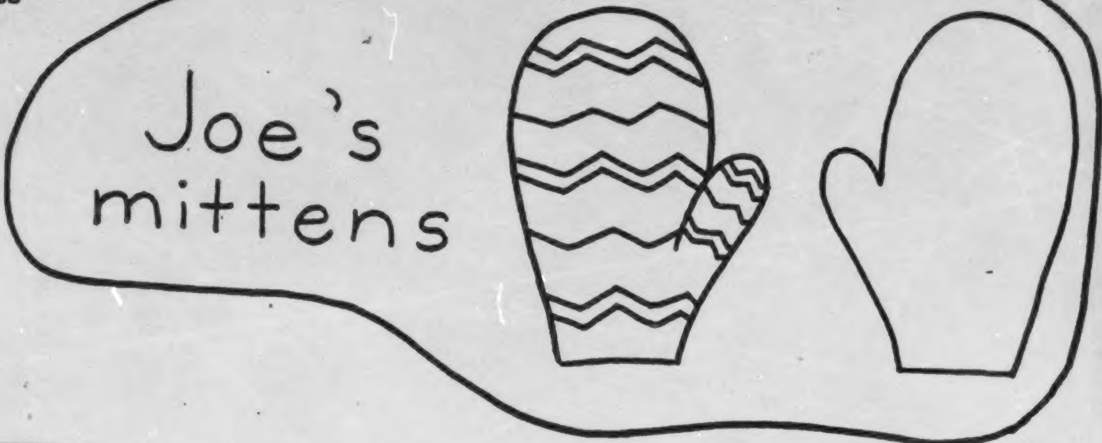
Materials:

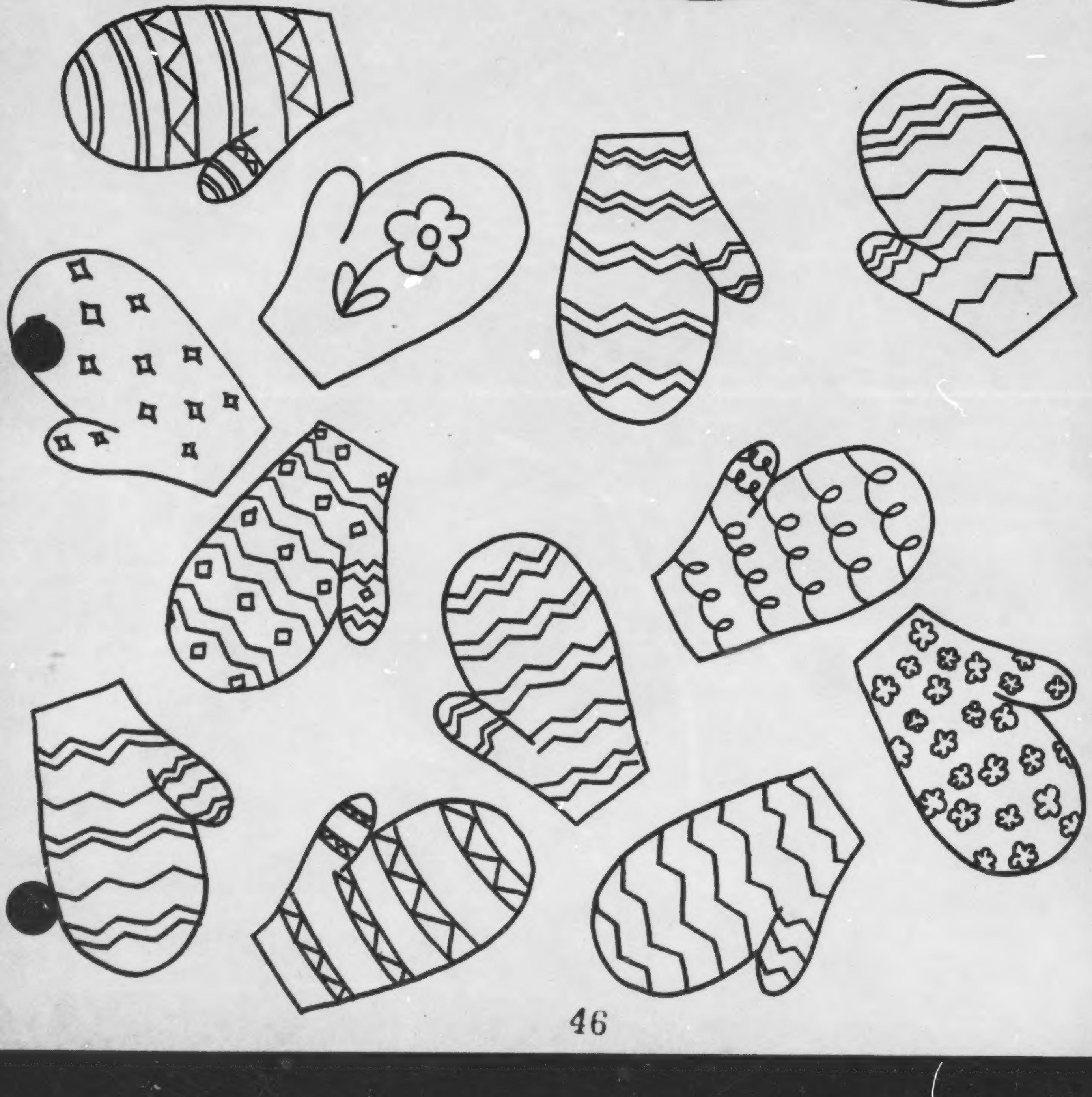
Worksheet

Procedure:

Ask the students to tell you what they couldn't do if they were blind.

Then have them look at the worksheet. Tell them that Joey is blind and he lost one of his mittens in school. It looks like the mitten at the top of the page. Joey went to the lost and found to look for his mitten. There were many mittens at the lost and found. Ask them to find Joey's mitten for him and mark it or color it.


Joe's
mittens



PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: BLINDNESS

Activity:

Speaker

Objective:

The students understand the definition of blindness.

Materials:

None

Procedure:

Invite a blind person to visit the classroom so that the students will have a first hand experience with a person who is actually blind. The speaker might tell the students something about their family, job, and background. Let the students ask questions and talk to the speaker.

PROJECT: C.H.A.N.G.E.
Kindergarten Curriculum
Disability: Blindness

Activity:

Review: Blindness

Objective:

The students understand the definition of blindness.

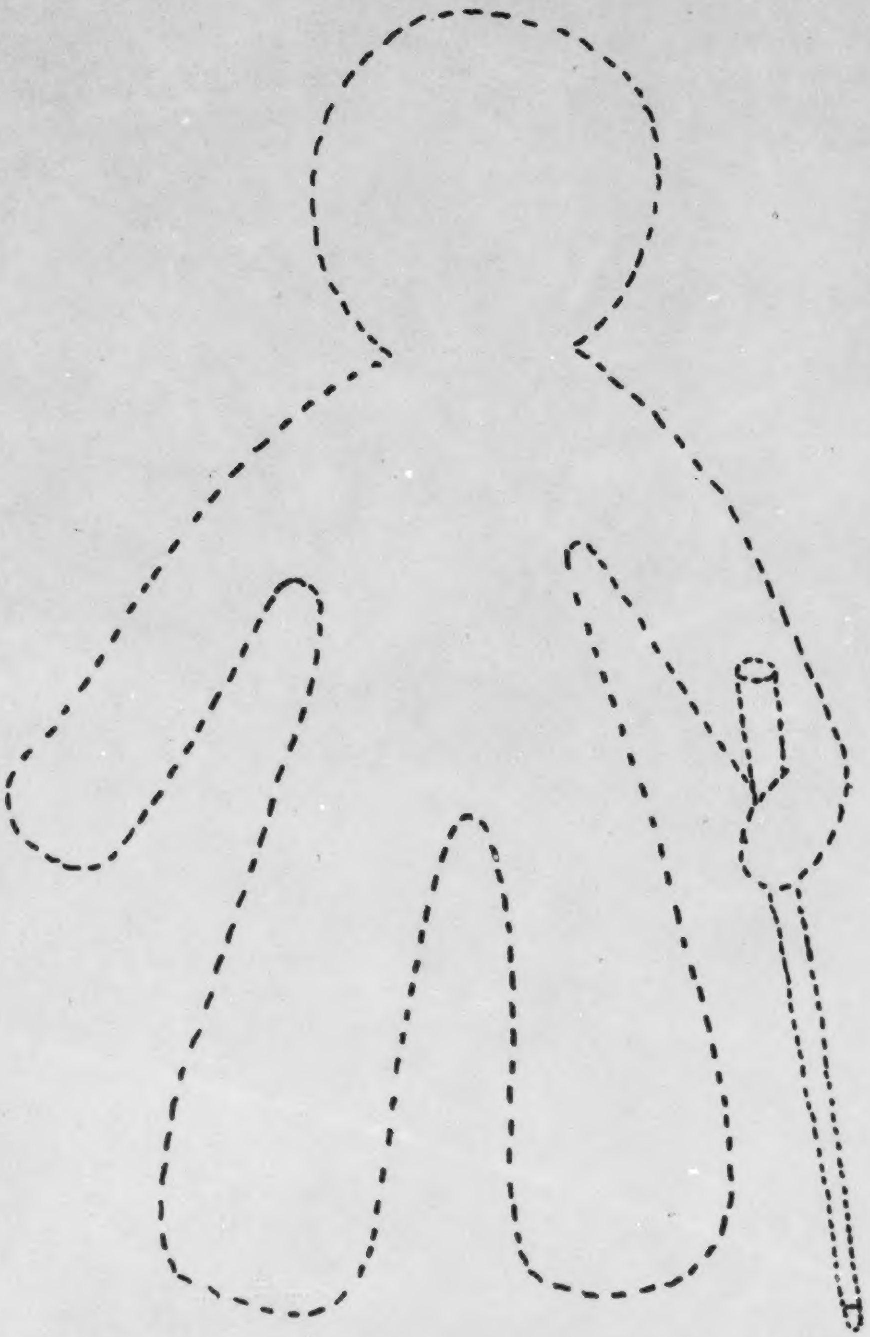
Materials:

Worksheet

Procedure:

Review with the students the definition of blindness. Discuss some of the things we see with our eyes. Have them trace the figure of the blind person with a cane (explain that some blind people use a cane to help them feel where they are going).

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: BLINDNESS

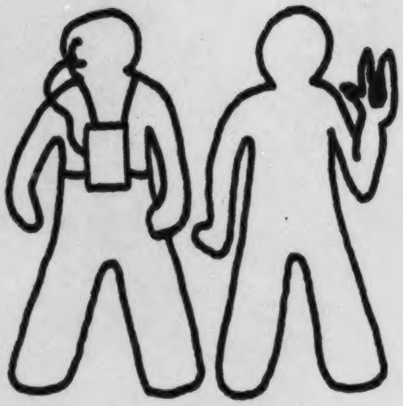


PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: BLINDNESS

BIBLIOGRAPHY

"See the First Star". Every Kid is Special. Educational Enrichment Materials, 1977.

DEAFNESS



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION - DISABILITY: DEAFNESS

People are considered deaf if their hearing is non-functional in understanding even amplified speech. Deafness is the most debilitating disability. It isolates individuals from their fellows making of them creatures alone in our highly dependent society. As an infant, the deaf person was unable to hear the mother's lullabye; as a child the teacher's instructions, and as an adult another's words of love. Silence is all that is heard by the deaf.

At the primary level, three major topics are included in the study of deafness:

1. Definition (a deaf person is one whose sense of hearing is non-functional for the ordinary purposes of life).
2. Areas of difficulty or special needs of the deaf: communication, education, hazards (fire, traffic) social and recreational activities, employment, etc.
3. Ways of coping with the disability of deafness; hearing aids, sign language, (American Sign Language is the typical language deaf people use when coversing among themselves. It has a grammatical structure, like Chinese), finger spelling (the use of a manual alphabet which consists of a single hand configuration for each letter of the English Alphabet to spell words), Manual English (a combination of signs and fingerspelling which adheres closely to grammatical structure), lipreading, special mechanisms attached to telephones and T.V.s and special devices for jobs (computers with print-outs for language, etc.

The objectives and concepts for this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of deafness.	Deafness means the loss or impairment of hearing.
First Grade	The students understand and can state the definition of deafness .	Deafness means the loss or impairment of hearing.
Second Grade	The students can identify special problems and needs of deaf people.	Deaf people have special needs and problems resulting from their handicap (communication, etc.)
Third Grade	The students can identify ways of dealing with the problem of being deaf.	There are many devices and methods that can be used to cope with the problems resulting from being deaf (finger spelling, etc.)

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

Simulation Experience.

OBJECTIVE:

The students can define deafness as the loss of hearing.

MATERIALS:

None

PROCEDURE:

Give the students simple directions such as "touch your head," "turn around," etc., without saying the words out loud - only moving your lips. Explain that some people who are deaf hear nothing just as they did. Discuss the term "deafness."

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

If I Were Deaf.....

OBJECTIVE:

The students understand the definition of deafness.

MATERIALS:

Art paper and crayons.

PROCEDURE:

Have the students draw pictures to complete the statement "If I were Deaf, I couldn't hear........." Encourage creative responses such as; fireworks on the 4th of July, the school bell at 3:00 P.M., my mother saying "good night," etc. These pictures may be displayed on a bulletin board or made into a class book.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: DEAFNESS

Activity:

Ears are for hearing

Objective:

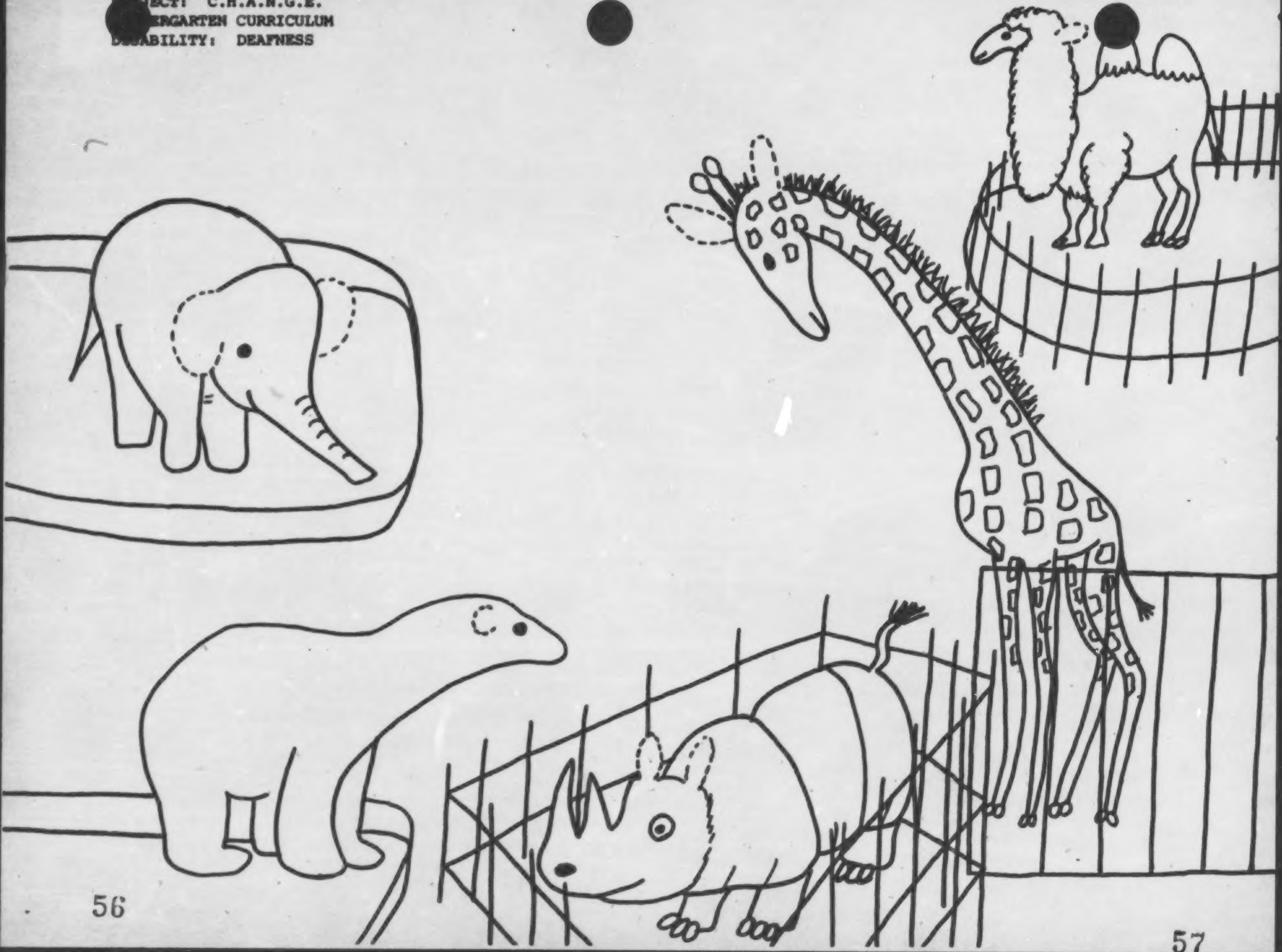
The students understand the definition of deafness.

Materials:

Worksheet

Procedure:

Ask the students what it means to be deaf. Then ask what part of their body to they hear with. Explain that animals and people hear with their ears. Direct the students to trace the ears on the animals in the zoo. Discuss some of the sounds that can be heard at the zoo. Remind the students that deaf people can't hear those sounds.



PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: DEAFNESS

Activity:

Listening Game

Objective:

The students understand the definition of deafness.

Materials:

Blindfold (optional)

Procedure:

Play a listening game with the students. Blindfold on child and have another one say "Hello, How are you?" The person who is blindfolded tries to guess who said "Hello". After playing the game tell the studetns that they were playing a listening game. Ask if they would have been able to play the game if they couldn't hear. Ask what word we use for people who can't hear. Discuss the concept of deafness.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: DEAFNESS

Activity:

What makes a sound?

Objective:

The students understand the definition of deafness.

Materials:

Worksheet

Procedure:

Ask the students what they wouldn't be able to do if they were deaf. Discuss some of the sounds that one can hear. Then direct them to mark on the worksheet the pictures of all the things that can make sounds.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: DEAFNESS

Activity:

Speaker

Objective:

The students understand the definition of deafness.

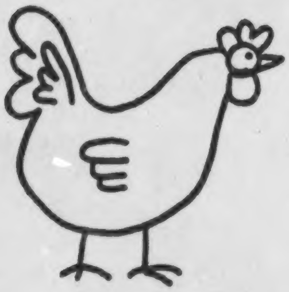
Materials:

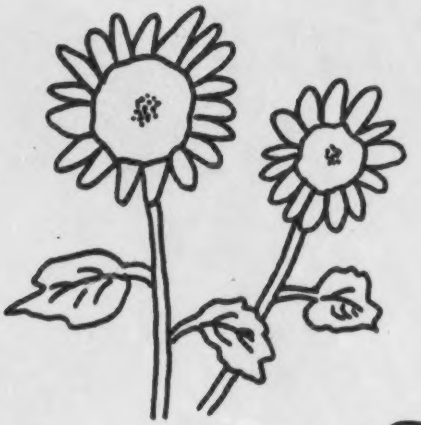
None

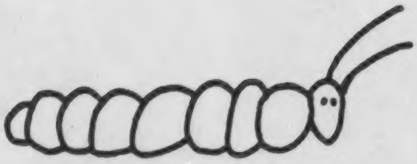
Procedure:

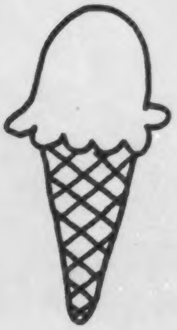
Invite a deaf or hearing impaired person to visit your classroom to talk with the students. If the person is unable to talk someone else could tell the students something about the deaf person's background.

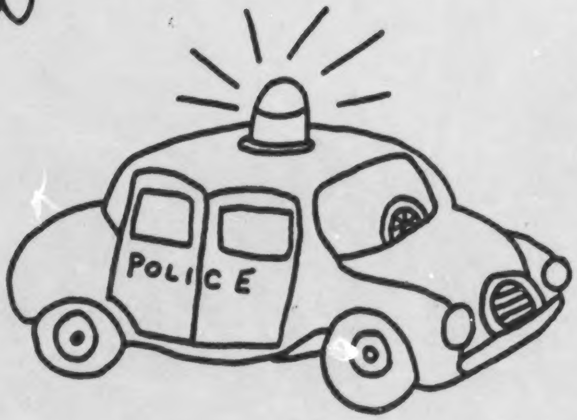
PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: DEAFNESS

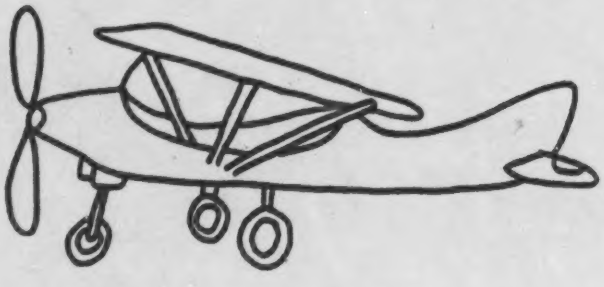


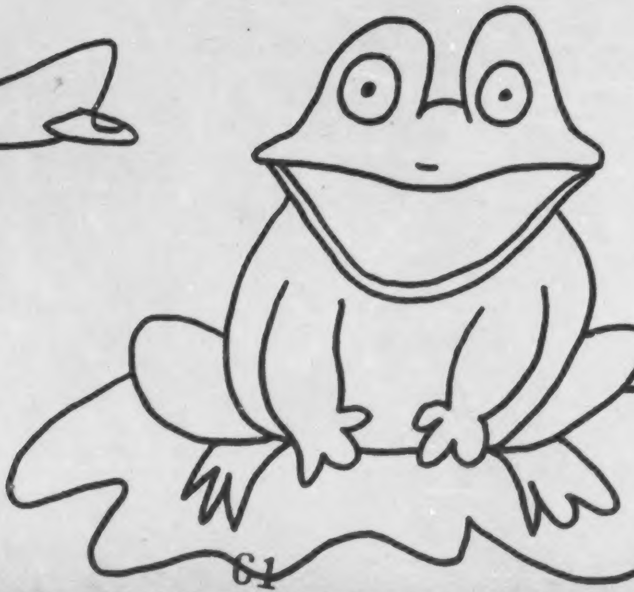












PROJECT: C.H.A.N.G.E.
KINGERGARTEN CURRICULUM
DISABILITY: DEAFNESS

Activity:

Review: Deafness

Objective:

The students understand the definition of deafness.

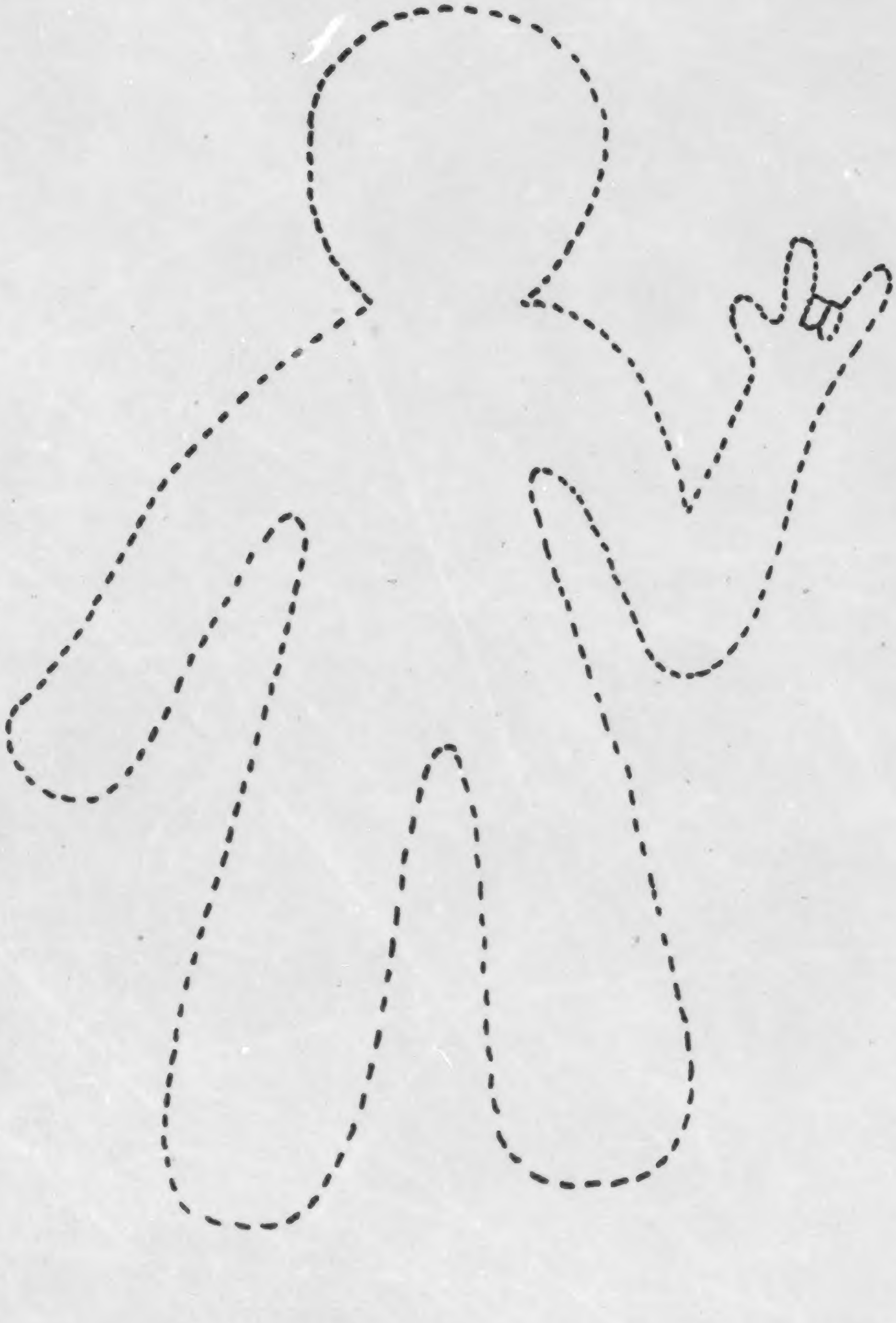
Materials:

Worksheet

Procedure:

Review the topic of deafness with the students. Ask them to tell you what it means to be deaf. Have the students trace the figure of the deaf person. Explain that the figure of the deaf person. Explain that the figure is using sign language(This symbol means I love you.)

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: DEAFNESS



PHYSICAL HANDICAPS

PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.

INTRODUCTION: DISABILITY - PHYSICAL HANDICAPS

Physically handicapped individuals are those who have lost the use of some part of their body due to illness, injury or accident. Physical disabilities may result from numerous causes: accidents, heredity, birth defects, drugs taken by the mother during the prenatal period, maternal illness during the prenatal period and illness causing central nervous system damage.

In the past, there were many myths and misconceptions about physically handicapped persons. At one time, it was felt that a physically handicapped person was the handiwork of the devil. They were often put to death because it was thought that they were possessed by evil spirits.

At the primary level, three main topics are studied in this unit:

1. Definition (the loss or impairment of the limbs)
2. Areas of difficulty or special needs of the physically handicapped: mobility (due to limited or complete inability to use legs - driving may also be difficult or impossible), education (difficulties may arise because of limited mobility, inability to write, and special medical problems,) employment, recreation and social activities, self-reliance skills (dressing, feeding, care of family, eating, bathing, toileting, cooking, living alone, etc.) architectural barriers in the home and community, special medical problems (bedsores, special care of the point of amputation, catheter to drain urine, circulation in paralyzed limbs, healing, bladder infections, bowel problems deformation due to paralysis of limbs, atrophy of muscles not used, etc.) and financial difficulties (due to the high expense of purchasing and maintaining braces, prostheses, wheelchairs, physical therapy, special clothes, special devices, etc.
3. Special techniques and devices developed to deal with the problem of being physically handicapped: special equipment for cars, over-development of a part of the body, extenders for reaching, braces, prostheses, exercise equipment, special clothes and shoes, crutches, wheelchairs, special eating devices, walkers, canes, mouth devices for writing, eating, and painting, electric lifts for stairs, bathtubs, etc., communication devices (electric typewriter, manual or electric communication board, automated tele-communication system, writing harness and magnetized wrist harness), reading aids, (special book holders, automatic page turner, and head pointer with harness), electric scissors, breath control devices to activate certain systems such as a wheelchair, and numerous other devices designed for individual problems.

The objectives and concepts taught in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of a physical handicap.	A physical handicap is the loss or impairment of the limbs.
First Grade	The students understand and can state the definition of a physical handicap.	A physical handicap is the loss or impairment of the limbs.
Second Grade	The students can identify special problems and needs of physically handicapped people.	Physically handicapped people have special needs and problems resulting from their handicap (mobility, writing, eating, etc.)
Third Grade	The students can identify ways of dealing with the problems of being physically handicapped.	There are many devices and methods that can be used to cope with the problems resulting from being physically handicapped (wheelchairs, prostheses, etc.)

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACTIVITY:

Simulation Experience.

OBJECTIVE:

The students can define physical handicaps as the loss or impairment of limbs.

MATERIALS:

Wheelchair

PROCEDURE:

Allow the students to try using a wheelchair. Discuss why it is necessary for some people to use a wheelchair.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACTIVITY:

Simulation Experience.

OBJECTIVE:

The students understand the definition of a physical handicap.

MATERIALS:

Piece of material that can be used as a sling.

PROCEDURE:

Discuss with the students what it means to be physically handicapped. Then tell them that they are going to find out what it's like to not be able to use one of their arms. Tie the material around a child's dominant arm in a sling-like fashion. This could also be done with several children at one time. Have the children try to do things like writing their names, tying their shoes, buttoning their shirt, putting a puzzle together, stringing beads, etc. After trying various activities, discuss what happened with the children.

1. What things were hard to do?
2. What things couldn't you do?
3. How did you feel when you couldn't do something?

PROJECT: C..H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACTIVITY:

Book: Rachel

OBJECTIVE:

The students understand the definition of a physical handicap.

MATERIALS:

Book: Rachel, Fanshawe, Elizabeth, Bradbury, 1975.

PROCEDURE:

Introduce the book by telling the students that the book is about a girl named, Rachel, who is in kindergarten just like they. She does the same things in school that they do. There is something different about her though; she is in a wheelchair. Ask the students what a wheelchair is and have them look at the picture on the front. Be sure they understand why Rachel must use a wheelchair. After reading the story, include the following questions in the discussion.

1. What are some things Rachel has trouble doing?
2. What things can Rachel do as easily as everyone else?
3. How do people help Rachel?
4. Would you like to have Rachel as a friend? Why?

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Help Joey

Objective:

The students can define a physical handicap as the loss or impairment of limbs.

Materials:

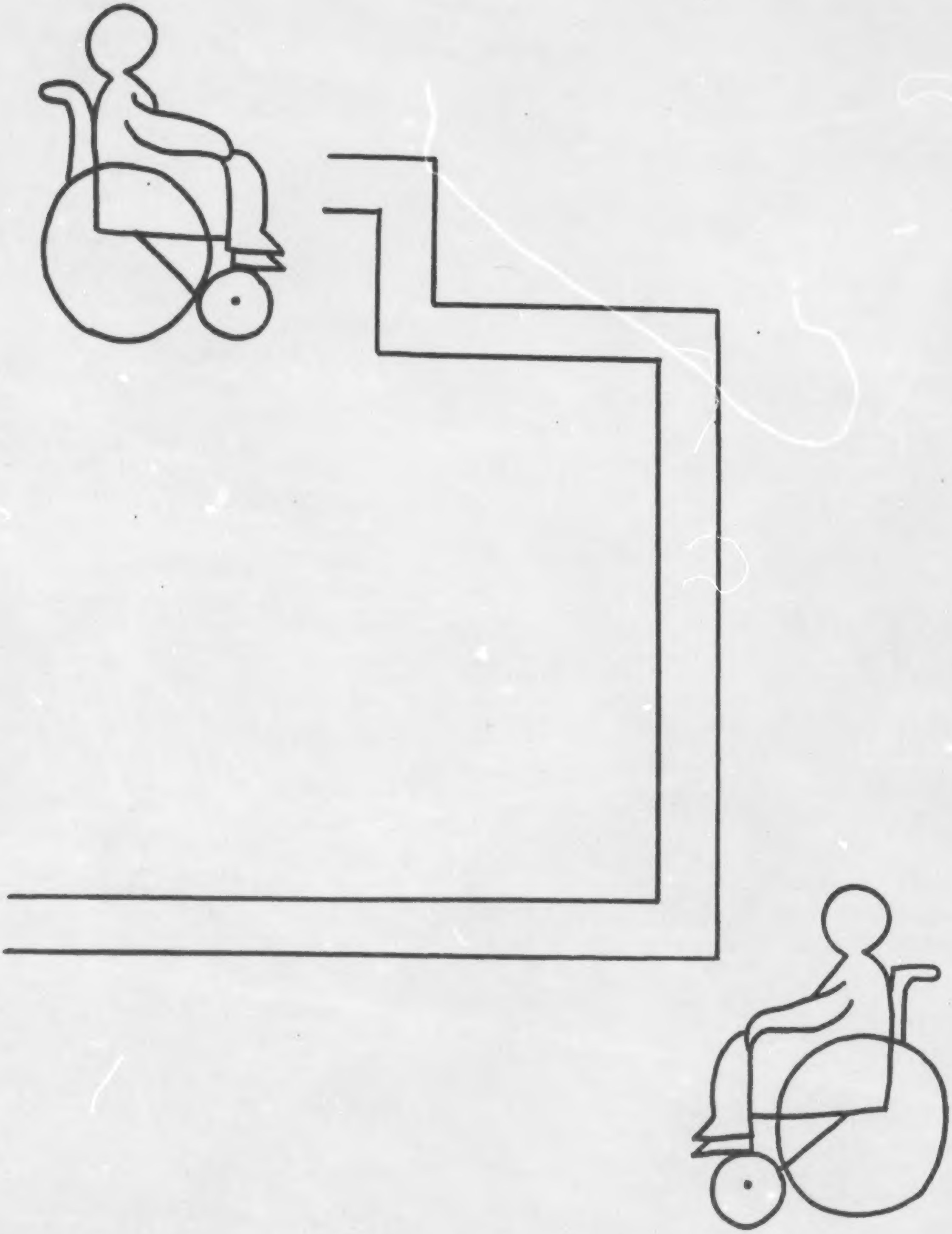
Worksheet

Procedure:

Ask the students to tell what a physical handicap is. Then have them complete the worksheet. Tell the students that Joe is going in the door at school. Have them trace the way Joe goes to his classroom being careful to stay in the middle of the hall and not run into the walls with their pencils.

KPH-5

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: PHYSICAL HANDICAPS



PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Arms and legs are for ....

Objective:

The students understand the definition of a physical handicap.

Materials:

Art paper and crayons

Procedure:

Explain to your students that some children can't walk, run, or play like they and their friends do because their bodies don't work well. Tell them that some children can't make their bones and muscles do what they want them to. These children would like to run but they can't make their legs move. They would like to play ball but they can't make their arms and legs work well enough. Explain that these are called physically handicapped. They may use wheelchairs or crutches. Ask the students to tell you some of the things they can do with their legs or arms. Then have them draw pictures of one of those activities.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Speaker

Objective:

The students understand the definition of a physical handicap.

Materials:

None

Procedure:

Invite a physically handicapped person to visit the classroom so that the students will have a first hand experience with a person who is physically handicapped. The speaker might tell the students something about family, job, background. Allow the students to ask questions and talk with the speaker.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Review: Physical Handicaps

Objective:

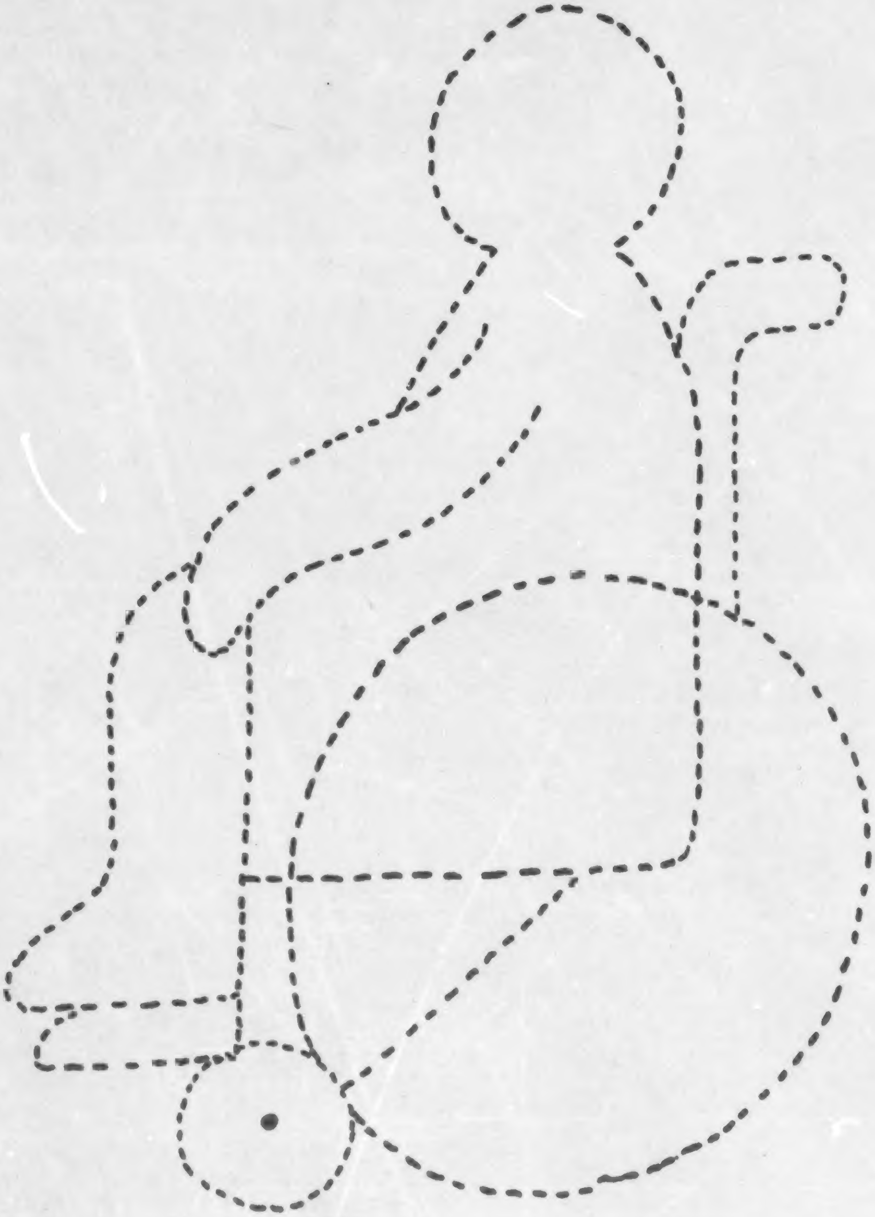
The students understand the definition of a physical handicap.

Materials:

Worksheet

Procedure:

Review with the students the definition of a physical handicap. Then have them trace the figure of the person in a wheelchair.



PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: PHYSICAL HANDICAP

Activity:

Filmstrip/film: I Can Do It

Objective:

The students understand the definition of a physical handicap

Materials:

Filmstrip/film: I Can Do It From the series Like You, Like Me (Encyclopedia Britannica Educational Corporation)

Procedure:

After viewing I Can Do It, discuss what it means to be physically handicapped. Have the children describe what problems they would encounter in school if they were like Tommy.

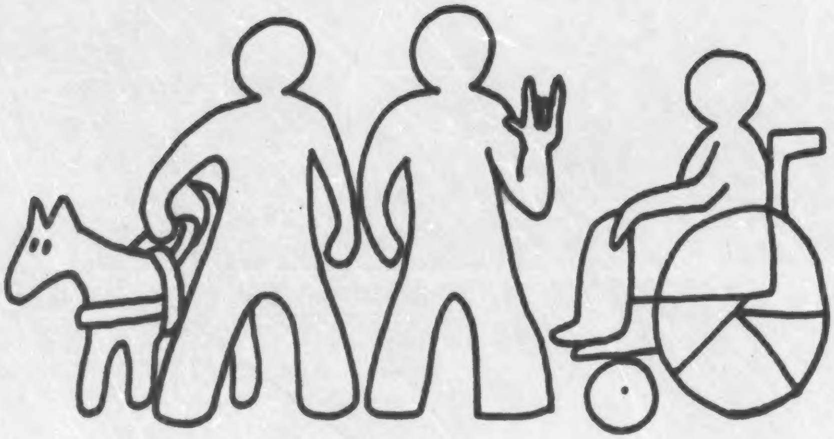
PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

BIBLIOGRAPHY

Fanshawe, Elizabeth. Rachael. New York: Bradbury, 1975.

"I Can Do It". Like You, Like Me. Encyclopedia Britannica, 1978.

ACCEPTANCE OF HANDICAPS



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: ACCEPTANCE OF HANDICAPS

This, the last unit of the program, is "what it's all about" - the very essence of the program - acceptance of handicapped people. In the 1970's, there was a growing interest in and recognition of various handicapping conditions and the problems faced by handicapped individuals in our society. We have seen movements to remove architectural barriers, the passing of Public Law 94-142, and many other measures to improve life for the handicapped. However, increased awareness of handicaps doesn't necessarily mean increased acceptance of handicapped individuals. And if handicapped individuals are to lead a satisfying life, acceptance is an extremely important component of that life. Thus the goal of this unit and of the entire program is to help children to look beyond the handicapping condition to consider the person as an individual with the capacity to become one's friend and thus enrich one's life as only such relationships with others can, for as the writer said, "No man is an island."

The objectives and concepts of this unit are:

GRADE	OBJECTIVES	CONCEPTS
Kindergarten	The students can identify how handicapped people are like non-handicapped people.	Handicapped people are like non-handicapped people in many ways: feelings, basic needs, physical, emotional, and social characteristics, etc.
First Grade	The students can identify how handicapped people are like non-handicapped people.	Handicapped people are like non-handicapped people in many ways (basic needs, feelings, physical, social, and emotional characteristics, etc.)
Second Grade	The students exhibit a willingness to accept handicapped individuals.	A positive attitude, toward handicapped individuals is exhibited in classroom discussions and in real life encounters with handicapped people.
Third Grade	The students are aware that some people have a negative attitude towards handicapped individuals and can hypothesize a cause.	Some individuals have a negative attitude towards handicapped people. This negative attitude may be caused by several reasons: dislike of people who are different, lack of knowledge about handicaps, etc.

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

I'm the Same

Objective:

The students can identify how handicapped people are like non-handicapped people.

Materials:

None

Procedure:

Have the students complete the statements:

I'm the same as someone who can't hear, because......

I'm the same as someone who can't see because........

I'm the same as someone who can't walk because.......

After completing this activity, tell the students you want them to think about Jimmy who is a boy who is five years old and is in kindergarten, just like them, but Jimmy is blind.

Tell them you are going to tell them some things about Jimmy. If what you say is right, they can stand up (or answer yes) and if what you say is wrong, they can sit down (or answer no).

Jimmy can run like you.
Jimmy can talk like you.
Jimmy can say good-by to his teacher like you.
Jimmy can find his red crayon like you.
Jimmy can wear a blue jacket like you.
Jimmy can have friends like you.
Jimmy has a nose like you.
Jimmy can watch T.V. like you.

(Continue with similar statements).

PROJECT: C.H.A.N.G.E.
KINDERGARTEN CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

Student Activity Book

Objective:

The students can identify how handicapped people are like non-handicapped people.

Materials:

Student Activity Book worksheets

Procedure:

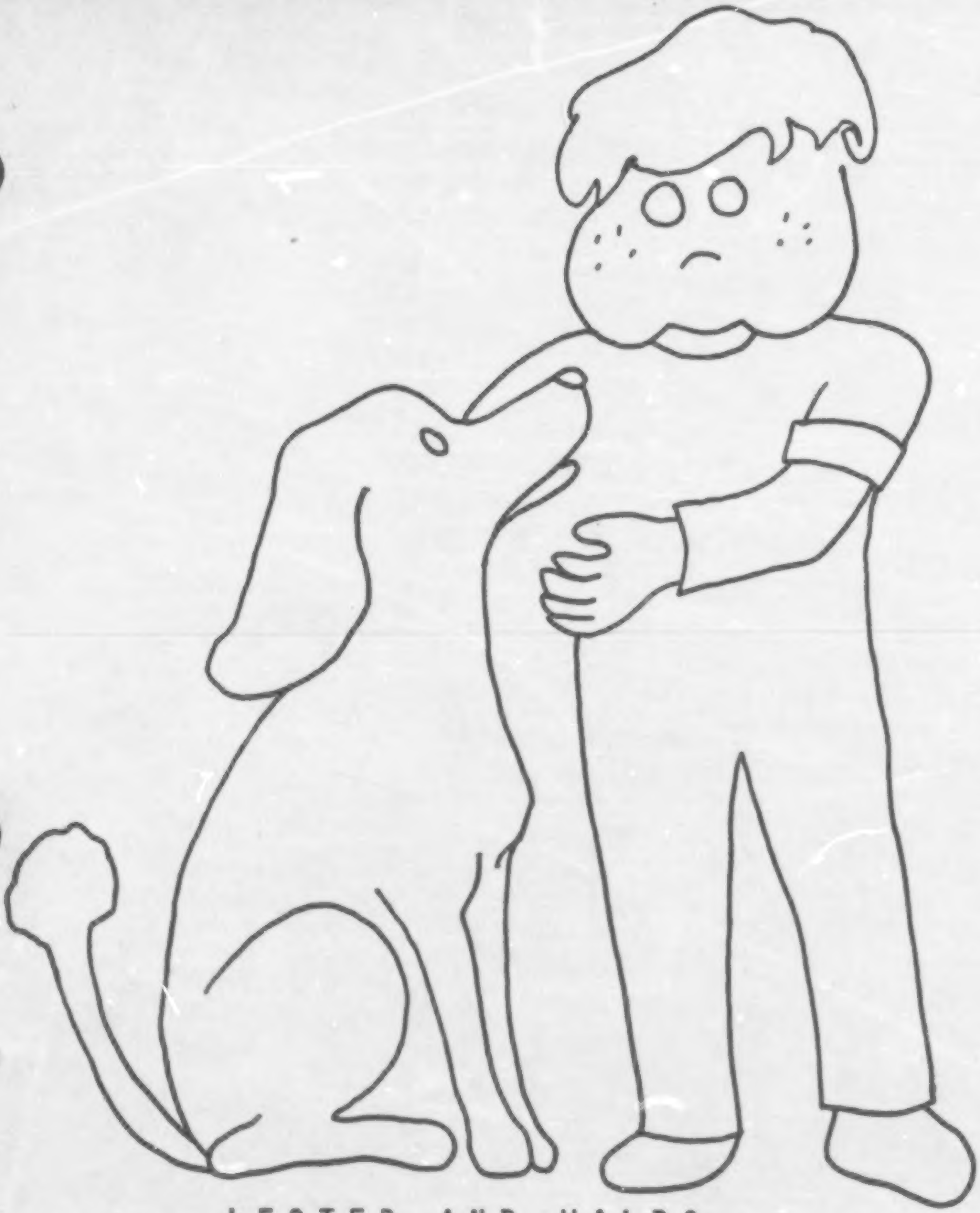
Have students complete individual pages of the Student Activity Book and then fasten them together with braces to make a book (or fastern together first and then have students complete.) This activity may be divided into more than one session (it could be broken up into three sessions:
1. pages dealing with blindness
2. pages dealing with deafness
3. pages dealing with physical handicaps.
This book reviews the concepts studied for each handicap. Final discussion should focus on how handicapped people are like non-handicapped people.
Directions for individual pages:
Page 1 - Read the page for the students and review the definition of deafness.
Page 2 - Read the page with the students. Tell the students that that Lester is in kindergarten like they are. Waldo is Lester's dog.
Page 3 - Have the students color the pictures that make sounds. Ask if Bridget would be able to hear these sounds.
Page 4 - Read the page for the students and review definition of blindness.
Page 5 - Read the page.
Page 6 - Read the page for the students and review the definition of a physical handicap.
Page 7 - Read the page and have students complete.
Page 8 - Read the page.

PROJECT
CONCEPTS OF HANDICAPS AND ATTITUDES NEED GUIDANCE AND EDUCATION
CHANGE

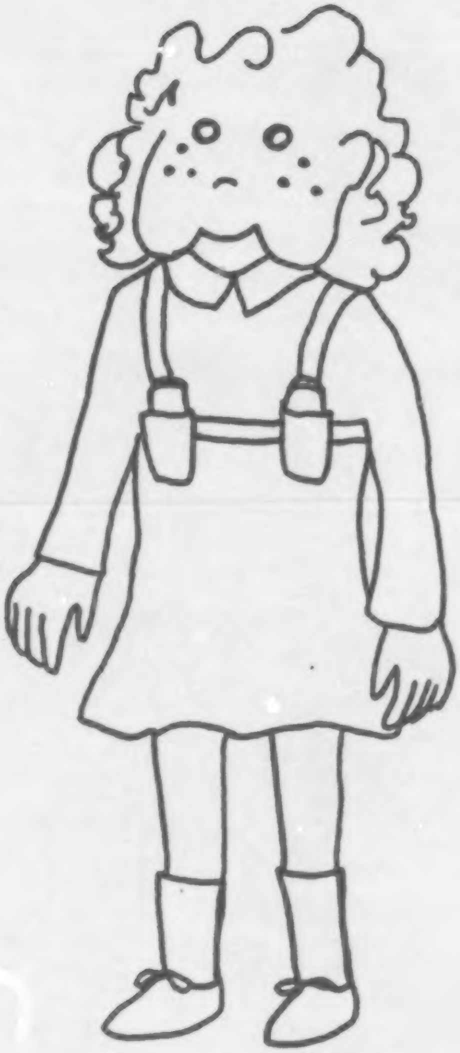
STUDENT ACTIVITY BOOK

KINDERGARTEN

NAME: ______________________________

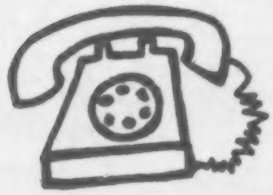


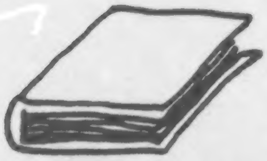
LESTER AND WALDO

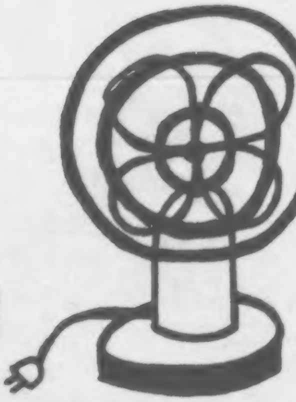


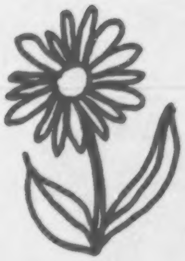
BRIDGET
BRIDGET IS DEAF.

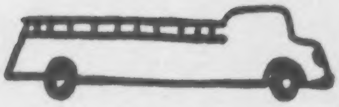
COLOR THE ONES YOU CAN HEAR.

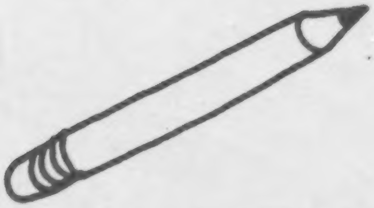


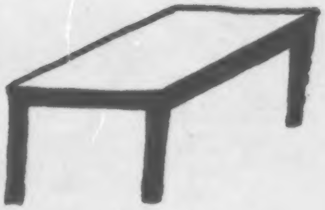


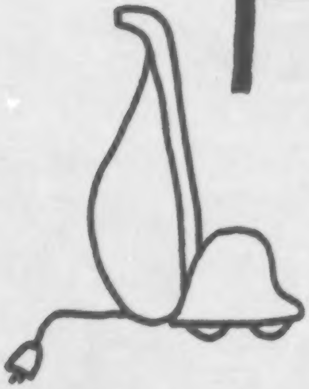


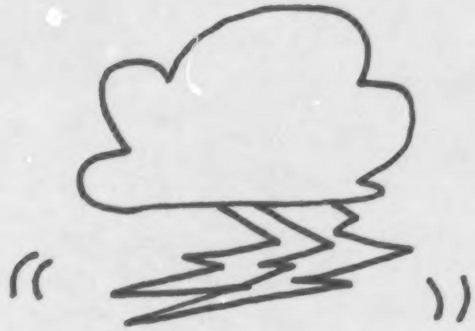


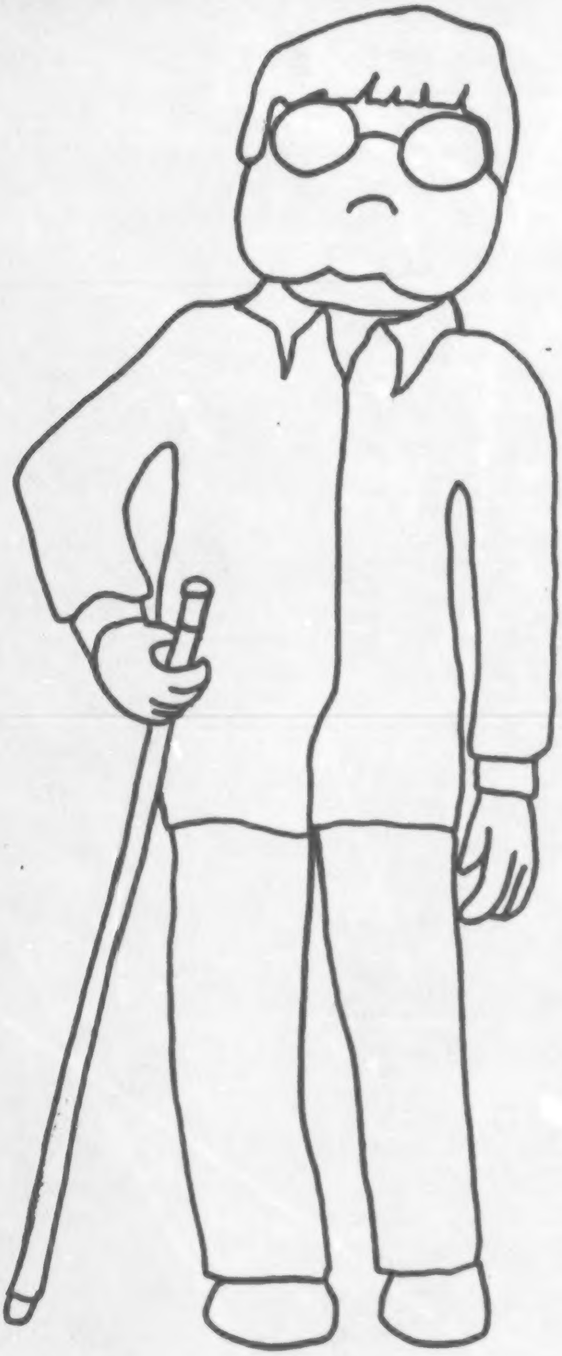






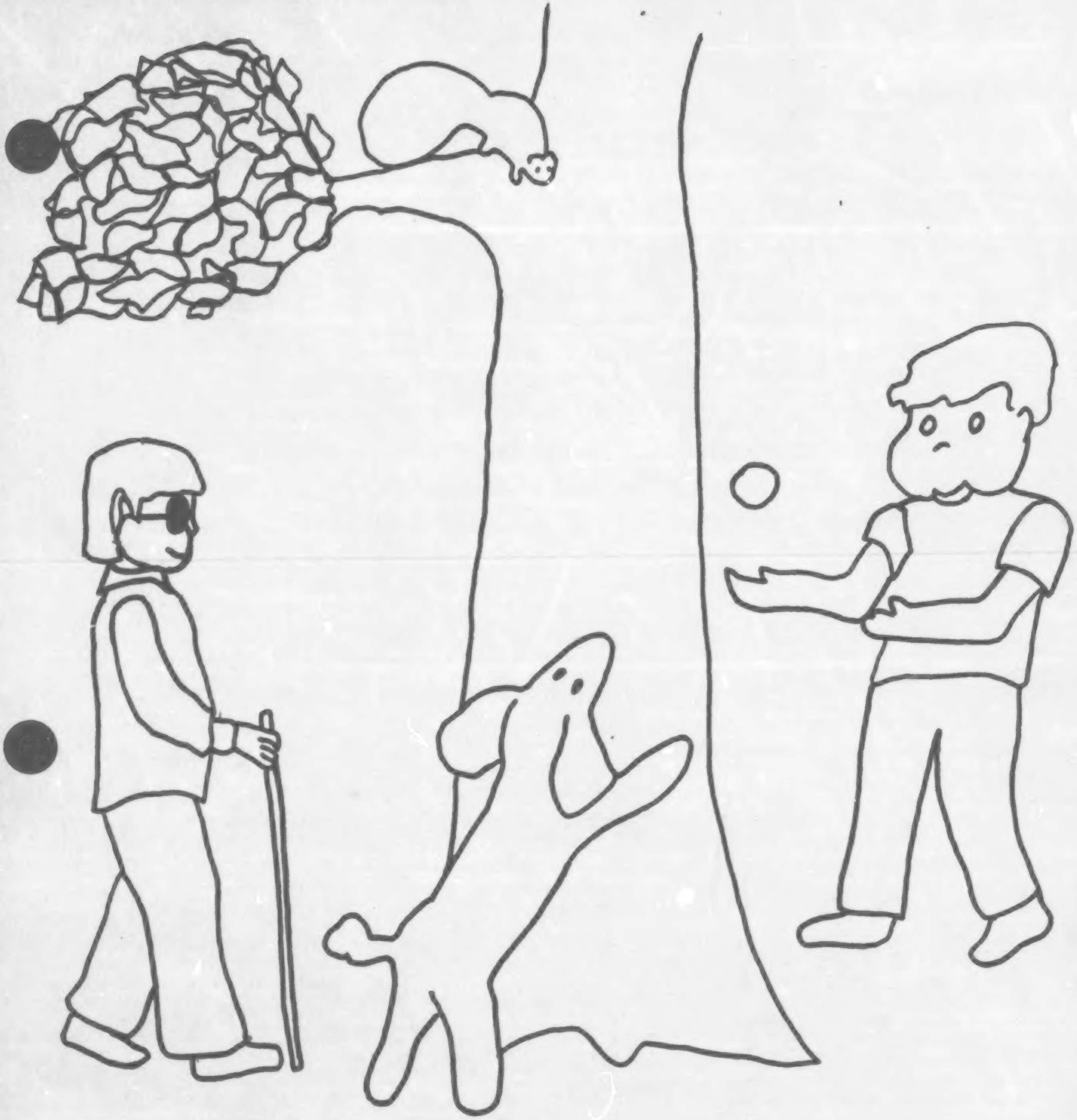




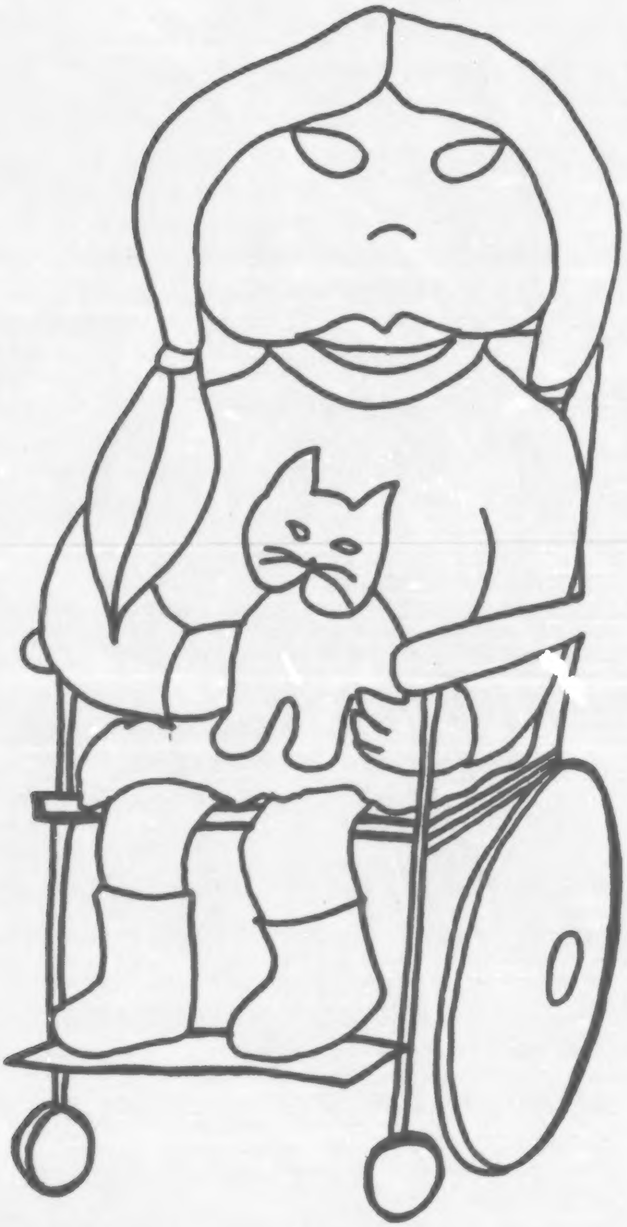


PEPE

PEPE IS BLIND.

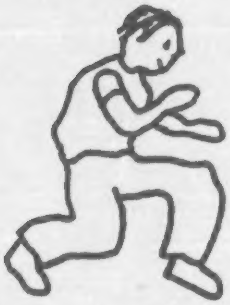


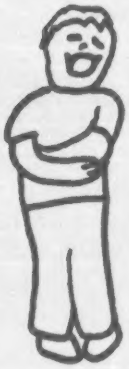
LESTER CAN SEE PEPE AND WALDO.

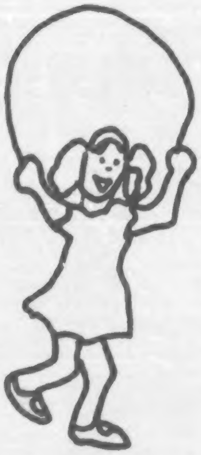


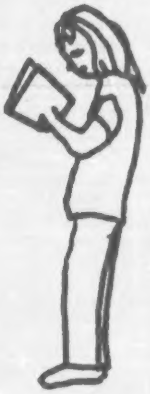
MEI LING AND GINGER
MEI LING IS PHYSICALLY HANDICAPPED.

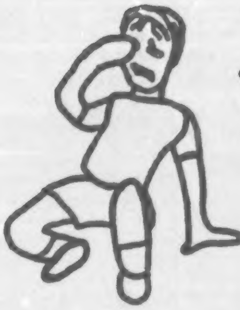
COLOR THE ONES YOU DO WITH YOUR LEGS.

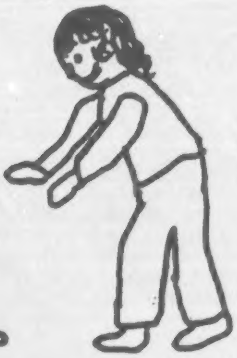


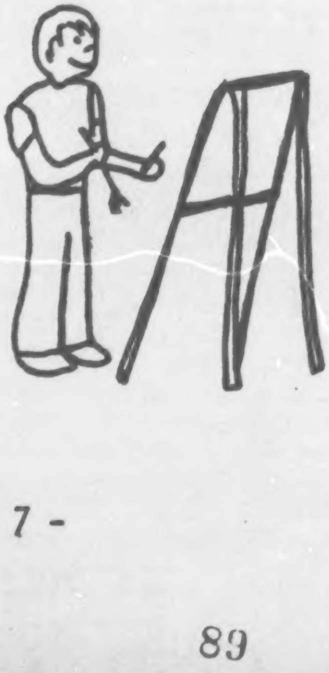


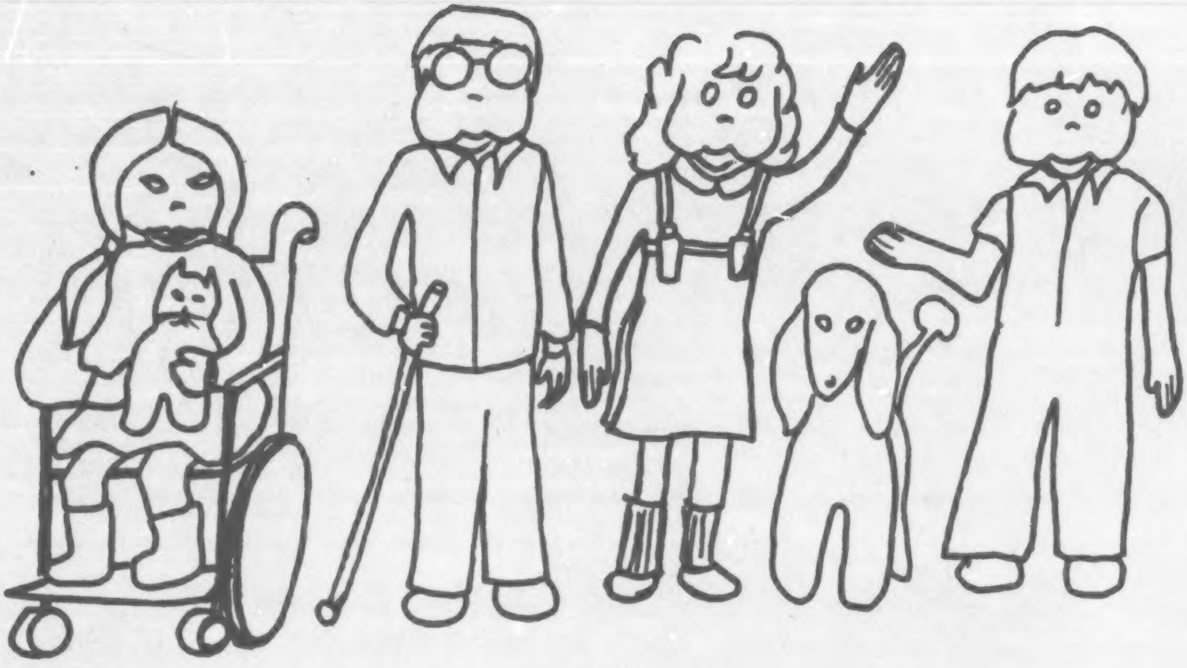












MEI LING, PEPE, BRIDGET, AND LESTER
ARE FRIENDS.
THEY HAVE FUN.

ABOUT THE STAFF

STAFF:

Director	Donald Martin
Coordinator	Sherry Smith
Assistant Coordinator	Alan Balter
Medical Consultant	LaVerne Galzin
Media Consultant	Cynthia Foulkes
Curriculum Coordinator	Karen Harper
Curriculum Advisor	Kathleen Delaney
Curriculum Advisor	Robert Honkisz
Graphic Artist	Karen Madden
Evaluation Consultant	A. Edward Ahr

Donald Martin, Project Director, holds B.A. and M.A.T. degrees from Harding College in Arkansas. He has worked as Assistant Principal at the Junior High School level, Director of a Demonstration Center for Gifted Children, and as Director of Federal Programs. As Program Director for Project C.H.A.N.G.E., he is responsible for the overall administration of the project.

Sherry Smith, Project Coordinator, has the B.A. from College of St. Francis in Illinois and M.S. from Chicago State University. Her previous experience includes classroom teaching and speech pathology at the elementary level. As Coordinator of Project C.H.A.N.G.E., she is responsible for the day-to-day operation of the program including grant writing, curriculum planning, and design of assessment instruments.

Alan Balter, Assistant Project Coordinator, has B.S., M.S., and Ph.D. degrees from the University of Illinois. He has worked as a teacher of retarded children, researcher, and university professor. As Assistant Coordinator, he helps with the daily functioning of the program and project dissemination.

LaVerne Galzin, Medical Consultant for the project, is a registered nurse who also holds the B.S. degree. She has wide experience working as a hospital nurse, public health nurse as well as a school nurse. In her role as Medical Consultant she explains nursing and medical information and strategies to program staff and is the program laisson to the medical profession.

Cynthia Foulkes, Media Consultant for the project, holds the B.S. in Education from Illinois State University and the M.S. in Education from Chicago State University. Her experience includes working as a School District Librarian and Director of a Learning Resource Center. She is responsible for ordering and processing all program materials as well as assisting program staff plan and execute audio-visual presentations.

Karen Harper, Curriculum Coordinator has the M.A. degree in Learning Disabilities and has many years of teaching experience in special education. She has developed the Kindergarten and Primary grades curriculum and supervised curriculum development at other levels.

Kathleen Delaney, Curriculum Advisor, has a B.A. degree from St. Xavier College in Illinois. She has worked as a teacher's aide in Project Head Start and as a teacher in the elementary grades. Her major responsibilities have been writing the project curriculum and lesson plans for grades 4-6.

Robert Honkisz, Curriculum Advisor, has the B.S. degree from the University of Illinois. He has worked as a physical education teacher in the elementary grades. His primary responsibilities have been writing project curriculum and lesson plans for grades 7-8.

Karen Madden, Graphic Artist, holds the B.S. degree from Northern Illinois University and the M.S. from Illinois Institute of Technology. She works as an Art Teacher for children between Kindergarten and 8th grade. Her major responsibility for the project involves producing original artwork for program materials.

A.Edward Ahr, Evaluation Consultant, has the B.S. and M.S. degrees from the University of New Mexico and the Ed.D. degree from Loyola University in Chicago. His work experience includes classroom teaching, school psychology, school administration and university teaching. His project responsibilities involve designing assessment techniques, statistical analysis of data and program evaluation.

RIDGELAND PUBLIC SCHOOLS
DISTRICT 122
TITLE IV C - ESEA
PROJECT: C.H.A.N.G.E.

CONCEPTS OF HANDICAPS AND ATTITUDES NEED GUIDANCE AND EDUCATION

PRIMARY CURRICULUM

CURRICULUM COORDINATOR: KAREN HARPER

SUPERINTENDENT: ROBERT L. OLCESE, Ph.D.

DIRECTOR: DONALD W. MARTIN
COORDINATOR: M. SHERRY SMITH

© 1974 BY MARY S. SMITH

CONTENTS

INTRODUCTION

OVERVIEW OF PRIMARY PROGRAM

KINDERGARTEN PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

FIRST GRADE PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

SECOND GRADE PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

THIRD GRADE PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

INTRODUCTION

The philosophy of Project C.H.A.N.G.E. (Concept of Handicaps and Attitudes Need Guidance and Education) is handicapped people have the right to be accepted as worthwhile individuals by their non-handicapped peers. Today, non-handicapped individuals are having increasing contact with handicapped individuals. Public Law 94-142 (The Education For All Handicapped Children Act) has added momentum to the growing rights movement of disability groups. However, Increased rights for the handicapped population do not mean increased acceptance.

If handicapped individuals are to be successfully integrated into our schools, community, and society they must first be viewed and accepted as worthwhile individuals with the same feelings and needs as non-handicapped individuals. They must be viewed as being capable of sharing with non-handicapped individuals those experiences which constitute life.

Negative reactions towards people we perceive as different from ourselves are a common experience. We feel anxiety, fear, discomfort, or even hostility. Myths and stereotypes concerning these individuals are often incorporated into our value system. However, people do have the ability to change.

Attitudes are influenced by a variety of situational contacts with our family and society. Thus, it is possible for our attitudes to change or modify as a result of our experiences. The goal of Project C.H.A.N.G.E. is to influence and change those holding negative attitudes toward handicapped individuals. This is done by giving children a chance to acquire knowledge about handicapped individuals and their handicapping conditions. Knowledge will help to alleviate the common feelings of anxiety, fear, discomfort or hostility which non-handicapped individuals often experience when encountering a handicapped individual. Opportunity is provided for positive experiences with handicapped people which initiate the giant step towards positive attitudes.

Program teachers are an extremely important factor. They influence and foster knowledge and the attitude of acceptance in their students. They encourage their students to honestly examine and express their positive and negative feelings by creating an accepting atmosphere which develops student support. The expression and examination of positive and negative feelings by the student and the teacher is extremely important. The goal of the program is not to teach children to say "nice" things about handicapped people but to help them develop genuine feelings of acceptance for the disabled. Project C.H.A.N.G.E. deems it necessary to deal with positive and negative feelings as an initial step in successful program implementation and promotion of the ultimate goal - acceptance of the handicapped.

OVERVIEW OF THE PRIMARY PROGRAM

FORMAT OF THE TEACHERS MANUAL

Each level of the primary program is divided into seven curricular units. The units are Normal Health, Senses, Acceptance of Individual Differences, Disability: Blindness, Disability: Deafness, Disability: Physical Handicaps and Acceptance of Handicapped People.

A sequential development of knowledge is built from kindergarten through third grade for each unit. For convenience, the Manual is divided by grade levels. Teachers should view the complete curriculum but will need only their grade level for instructional purposes.

Each unit at a specific grade level includes:

1. Introduction, objectives and concepts.
2. Activities

and a 3. Bibliography.

The Introduction provides the rationale and basic background information for the unit. The behavioral objectives state the desired student response/outcome for unit completion. The sequential development of knowledge can be observed by examining objectives for all grades. Basic concepts are provided to further clarify each objective.

The Activities section is composed of a series of lesson plans. Each lesson plan includes:

1. Objectives - what the student should be able to do when the activity is completed
2. Materials - what is necessary to teach this lesson

and a 3. Procedure - specific suggestions on how to conduct the class activity or utilize films, filmstrips, and books.

The Bibliography contains a brief synopsis of films, filmstrips, and books which are approrpiate for the unit.

SEQUENCE OF UNITS

Units are arranged in a predesignated order which best accomplishes the over-all goal of the program. The units on Normal Health and Senses are included first to provide the students with a background for better understanding handicapping conditions. Similarly, the unit on Acceptance of Individual Differences precedes the study of specific disabilities based on the premise that in order to accept other people must first accept themselves.

Three specific disabilities are studied in the primary curriculum: Blindness, Deafness, and Physical Handicaps. These topics were chosen as they are the three most observable handicapping conditions for children to understand. Thus, they constitute the initial experience for acceptance of handicaps. Blindness is the first unit due to its concrete observableness and simulation ability (closing one's eyes) which formulates understanding in the child. The sequence of units on Deafness and Physical Handicaps was determined on the basis of exposure, the concrete sense loss involved in the disability, and exposure rates of non-handicapped children to these disabilities in a public school system. The concluding unit Acceptance of Handicaps is the very essence of the program. This is what it's all about - acceptance of handicapped people.

For implementation of an effective and successful program, units should be taught in the order which they appear in the Manual.

TEACHING THE CURRICULUM

The program was designed for teachers to complete one activity per week with the students. Each unit covers a time span of three to five weeks. The teacher may choose a lesson plan described in the Activity section of the Manual or use/develop other materials and activities which are appropriate. The choice of materials and activities should be based on the objectives of the unit for each grade level and the individual needs of the class. Teachers should know the sequential development of the objectives at all grade levels when choosing Activities for a specific unit. In this way, a cohesive program is presented to the student.

The lesson plans include various types of activities. Among these are:

1. Simulation Activities - During these activities, the students experience what it's actually like to be handicapped by using a method to simulate a handicapping condition. This might be achieved by activities such as trying to pour water into a cup or find the classroom door while blindfolded.

   These activities help the students to understand the problems a handicapped person encounters in daily living. They also establish a basis for acceptance by fostering the development of empathy for the disabled person. All students should have an opportunity to participate in simulation experiences. They should be encouraged to think about and describe how it feels to be handicapped.

2. Filmstrips, movies, and books - Lesson plans using films, filmstrips, and books are included. These materials help the students to better understand handicapping conditions. They should be used with the specific objective at the grade level. After viewing the material, discussions should help students to achieve the objectives. The lesson plans contain specific directions for use of audio-visual material. These materials are one method for developing empathy.

3. Class discussion - Students should be encouraged to ask questions and talk about their feelings. It is important to accept all feelings - even negative ones. Rather than judge students' feelings, the teachers should help the students to discover why they have a particular feeling.

4. Guest Speakers - Probably the most important and enjoyable activity of the program is providing an opportunity for students to interact with handicapped people. This experience allows the student to perceive the handicapped person as an individual with feelings, needs, talents, and problems similar to themselves.

   An especially exciting speaker to invite is a person who is blind and uses a guide dog. Speakers may be found by asking friends, or contacting local agencies such as: The Association for the Blind; Division of Vocational Rehabilitation; Easter Seal Society; United Cerebral Palsy; local hospitals, etc. Speaker discussion topics must be correlated with the objectives at each grade level. Personally meeting someone with a disability in a positive atmosphere is an important experience in developing acceptance and empathy towards handicapped people as worthwhile individuals.

PROGRAM IMPLEMENTATION

LEARNING CENTER INSTRUCTIONS

The material for all Activities at each level are housed in the Learning Center. Materials are stored in appropriately marked unit boxes according to grade levels. All materials which are necessary for the unit can be found in this box.

The teacher checks the unit material box out of the learning center by signing the sign out card located on the top of the unit box.

After each lesson the teacher should place the materials used back in the unit box. The unit material box should then be returned to the learning center so it is accessible to other teachers at this level.

USE OF THE TEACHERS MANUAL

As previously explained in the Overview, one lesson per week (of your choice) from the Activities section is to completed with the students. The unit material boxes contain all the necessary articles for the lesson plan.

Starting with the first unit at your level, select one activity. After teaching the activity turn to the Lesson Plan Checklist located at the end of the unit and write the title of the activity on the line next to the appropriate week. Rate the Activity using the code on the Lesson Plan Checklist.

At the conclusion of each unit select one Activity which has been taught and evaluate this lesson on the Unit Evaluation Form (which follows the Lesson Plan Checklist). A Unit Evaluation Form must be completed for each unit.

CALL IN SCHEDULE

The "Call In" schedule provides the dates when Teacher Manuals are turned into the school office. At this time, the Lesson Plan Checklist and Unit Evaluation Forms are reviewed and initialed by the Principal. Teachers Manuals are then returned promptly to the teachers for continued program implementation.

SPEAKERS LIST

A minimum of one guest speaker per grade level will be arranged by the Principal or a designee. After Speakers have been scheduled teachers will be notified of the date, time and location of the speaking engagement. Whenever possible, teachers will be allowed to sign up for the time of their choice.

Teachers will be notified of speaker cancellations as soon as possible.

ASSESSMENT INSTRUMENTS

A Skill Attainment Checklist has been designed for each level of the program. These instruments are designed to measure the students achievement in terms of grade level objectives and concepts.

Student instruments are given pre and post the intervening program. Both experimental and control students participate in the assessment instruments to determine the statistical level of significance the project has achieved.

Complete instructions for the instruments are packaged with the assessment materials.

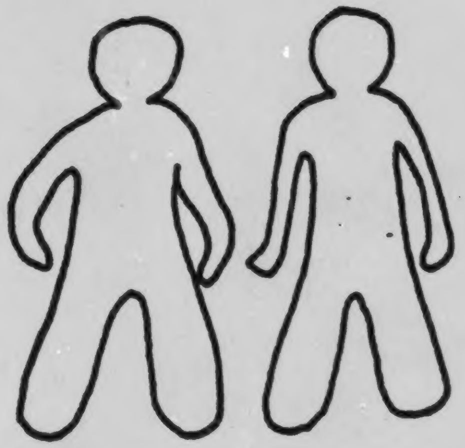
READABILITY STUDY

Nancy Updegraff
Reading Consultant

In each of the work sheets the readability level varies from two years below the grade for which the sheet was designed, to a half year above the grade listed on the top of the sheet. Therefore, the majority of the students (with some assistance on terms) should be able to read the worksheets.

Much of the terminology is complicated and difficult to pronounce. It is not important for students to correctly pronounce terms in order to identify them or to read the material around them. If a term seems bothersome tell the student to call it blank or blank and match or read as needed. For word puzzles the student should be able to locate the word or tell it is on a cross word puzzle by process of elimination even though they may not be able to correctly pronounce it. Worksheets can be done orally, in a group or in partners.

NORMAL HEALTH



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.

INTRODUCTION: NORMAL HEALTH

The first unit focuses on "normal health". It is included to help students to understand basic health principles and to motivate them to develop good health habits. The emphasis of the entire program is on developing an understanding of handicapping conditions in order to foster greater empathy for and acceptance of handicapped individuals as worthwhile people with the same feelings and basic needs as non-handicapped individuals. This first unit introduces the area of "normal health" so that students will have a better background for understanding handicapping conditions.

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVES	CONCEPTS
Kindergarten and First Grade:	The students are aware of general health rules.	Cleanliness improves physical appearance and can help prevent disease. Getting enough sleep promotes good health. Daily dental care and regular dental check-ups are important to maintain healthy teeth.
Second Grade:	The students understand the body's need for three well-planned meals a day. The students can identify a balanced meal.	The body needs three well balanced meals a day with a variety of foods chosen from the basic food groups.
Third Grade:	The students can identify basic safety rules.	Practice fire prevention at all times. Certain physical factors coupled with carelessness can be responsible for accidents a home and while playing.

PROJECT: C.H.A.N.G.E.
INTRODUCTION: NORMAL HEALTH

GRADE	OBJECTIVES	CONCEPTS
Third Grade:	The students can identify basic safety rules.	Practice safety rules in and around water. Cross streets at the corner an look both ways before crossing

PROJECT: C.H.A.N.G.E.
FIRST GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Book: Sleep Is For Everyone.

OBJECTIVE:

The students understand that getting enough sleep promotes good health.

MATERIALS:

Sleep Is For Everyone. (Showers, Paul; Thomas Y. Crowell Co. New York, 1974).

PROCEDURE:

Introduce the book by asking the children what they think would happen if someone never went to bed. After listening to their responses, read the book and discuss why sleep is important and what happens when you are asleep. The discussion can also touch on how much sleep is necessary and the children might, with their parents, help determine how many hours they sleep the following night.

PROJECT: C.H.A.N.G.E.
FIRST GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Filmstrip: Rub-A-Dub-Dub

OBJECTIVE:

The students understand cleanliness improves physical appearance and can help prevent disease.

MATERIALS:

Filmstrip: Rub-A-Dub-Dub from the series, The Healthy Way In Wonderland (Walt Disney Educational Media Company).

PROCEDURE:

After viewing the filmstrip, discuss the following questions:

1. Why do we need to take baths or showers?
2. How often should you take a shower or bath?
3. What is the proper procedure for taking a shower or bath?

PROJECT: C.H.A.N.G.E.
FIRST GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Filmstrip: The Neat Bird

OBJECTIVE:

The students understand daily dental care is important to maintain healthy teeth.

MATERIALS:

Filmstrip: The Neat Bird, from the series The Healthy Way In Wonderland (Walt Disney Educational Media Company).

PROCEDURE:

After viewing the filmstrip, class discussion should center on the proper way to brush one's teeth and care for one's hair and nails. Demonstrations of the correct way to brush teeth can be given.

PROJECT: C.H.A.N.G.E.
FIRST GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Filmstrip: Miss Huff N Puff's Exercise Troupe

OBJECTIVE:

The students are aware that good condition develops through regular exercise.

The students are aware that getting enough sleep promotes good health.

MATERIALS:

Filmstrip: Miss Huff N Puff's Exercise Troupe from the series The Healthy Way in Wonderland (Walt Disney Educational Media Company).

PROCEDURE:

Class discussion should center on why we need to exercise, maintain our body in good physical condition, and get the proper amount of sleep. Students might demonstrate various types of exercises, see how many push-ups, etc., they can do, or compare the number of hours of sleep each one gets.

PROJECT: C.H.A.N.G.E.
FIRST GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Filmstrip: From Magic To Medicine

OBJECTIVE:

The students understand regular check-ups are important in maintaining one's health.

MATERIALS:

Filmstrip: From Magic to Medicine, from the series Feeling Fine (January Productions)

PROCEDURE:

After viewing the filmstrip, discuss why we have yearly check-ups. Discuss what things Wilbur Warlock, MD. checked when he examined Wanda and have the children relate what their doctor checks when they go for a check-up.

PROJECT: C.H.A.N.G.E.
FIRST GRADE CURRICULUM
NORMAL HEALTH

BIBLIOGRAPHY

"From Magic to Medicine". Feeling Fine. January Productions, 1975.

"Miss Huff 'N' Puff's Exercise Troup". Healthy Way In Wonderland. Walt Disney Educational Media Co., 1974.

"Rub-a-Dub-Dub". Healthy Way In Wonderland. Walt Disney Educational Media Co., 1974.

Showers, Paul. Sleep is for Everyone. New York: Thomas Y. Crowell Co., 1974.

"The Neat Bird". Healthy Way In Wonderland. Walt Disney Educational Media Co., 1974.

SENSES

PRIMARY LEVEL

PROJECT C.H.A.N.G.E.
PRIMARY CURRICULUM
INTRODUCTION: SENSES

A study of the five senses is included in the curriculum prior to the study of handicapping conditions. In order to be fully aware of what it means to be blind, deaf, or physically handicapped, one must first be aware of and appreciate what it means to have sight, hearing and the complete use of one's limbs. In order to develop this awareness a study of the five senses in included. The senses are the means by which one can tell what is happening in the environment. The sense organs report to the body the conditions and changes that are happening outside and inside the body and the motion and position of the body. Each of the sense organs is sensitive to only certain kinds of stimulation and acts independently of other sense organs. Through experience and learning, the body is able to react to the stimulus it receives from the sense organs with appropriate behavior.

The objectives and basic concepts to be taught in the primary grades for this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten:	The students can identify the following body parts: eyes, ears, nose, tongue, ankle, finger, arm, leg, hand, neck, teeth, wrist, thumb, elbow, toe, lips, heel, knee, chest and shoulders.	Parts of the body have specific names.
First Grade:	The students can identify the part of the body used for a specific sense.	Specific parts of the body are used for specific senses; eyes for sight, ears for hearing, tongue for taste, nose for smell, and fingers and skin for touch.
Second Grade:	The students can identify which sense is used to perceive a specific stimulation i.e. touch, hot stove; smell, skunk.	Stimuli is perceived by a specific sense.
Third Grade:	The students can identify all five senses.	The five senses are: sight, taste, smell, touch, and hearing.

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
SENSES

Activity:

Book: My Five Senses

Objective:

The students can identify the part of the body used for a specific sense

Materials:

My Five Senses (Aliki, Thomas Y. Crowell Co., N.Y. 1962)

Procedure:

After reading the book, have the children identify which part of the body is used to perceive a specific stimulus (What do you use to see a dog walking down the street? What do you use to hear the fire alarm? What do you taste hot dogs with?, etc.)

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
SENSES

Activity:

Senses collage

Objective:

The students can identify the parts of the body used for specific senses.

Materials:

Paper, magazines, catalogs, newspapers

Procedure:

Make collages of specific body parts (eyes, ears, etc.) Titles may be:

Eyes: "The Eyes Have It"
Ears: "All The Better To Hear You With"
Nose: "The Sweet Smells of Living"
Touch: "Soft Touch"
Taste: "I Ate The Whole Thing"

A group collage could also be made having the students draw the individual body parts instead of cutting out pictures of them.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
SENSES

ACTIVITY:

What Is It?

OBJECTIVE:

The students can identify the part of the body used for a specific sense.

MATERIALS:

A collection of small objects. Sugar, salt, other substances to taste.. Vinegar, lemon, orange, other substances to smell.

PROCEDURE:

Have the students use their senses to identify various stimuli.
Hearing: Have the students listen quietly to the sounds around them for a short period of time. Then compile a class list of the sounds heard. Identify what type of sounds have been heard: happy sounds, sad sounds, working sounds, loud sounds, soft sounds, etc.
Touch: Place an object in a bag and have a student try to identify it by feeling it. Discuss how various objects feel - rough, smooth, etc. Place three objects in a bag, two of which are the same and have the student find the matching two.
Taste: Have the students try to identify various substances by taste alone (sugar, salt, etc.)
Smell: Have the students try to identify substances by the sense of smell only. (Substance could be put in an unmarked bottle.)

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
SENSES

Activity:

Filmstrip: Sense Ability

Objective:

The students can identify the part of the body used for a specific sense

Materials:

Filmstrip: Sense Ability from the series Health Decisions for Growth (Harcourt Brace Jovanovich Films)

Procedure:

After viewing the film, review which part of the body is used for specific senses.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: SENSES

Activity:

What Do your Eyes Do?

Objective:

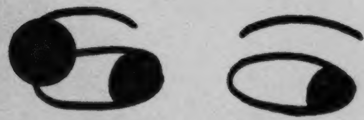
The students can identify the part of the body used for a specific sense.

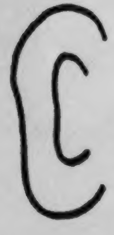
Materials:

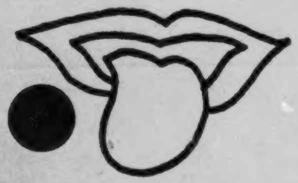
Worksheet

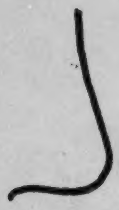
Procedure:

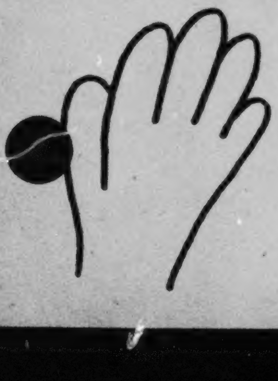
Looking at the worksheet, review with the students:
What do you do with your eyes?
What do you do with your ears?
What do you do with your mouth and tongue?
What do you do with your nose?
What do you do with your hands and skin?
Then have the students draw pictures of things they can see with their eyes, hear with their ears, etc.











PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: SENSES

Activity:

Eyes Are For Seeing

Objective:

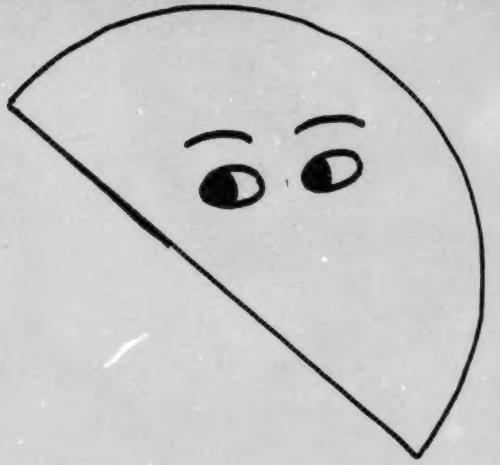
The students can identify the part of the body used for a specific sense.

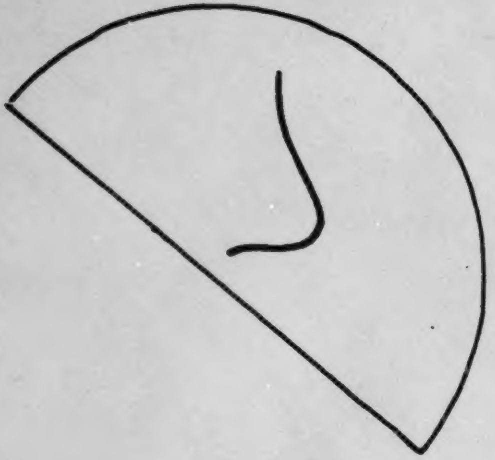
Materials:

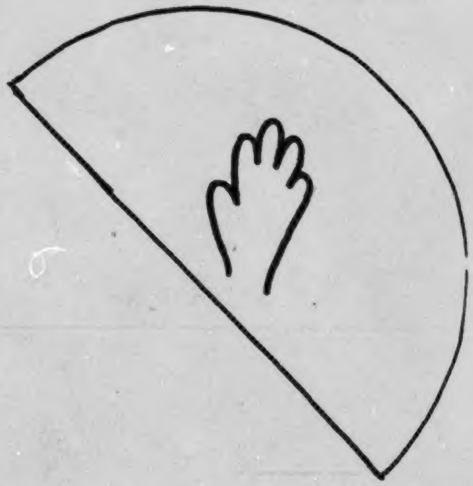
Worksheets

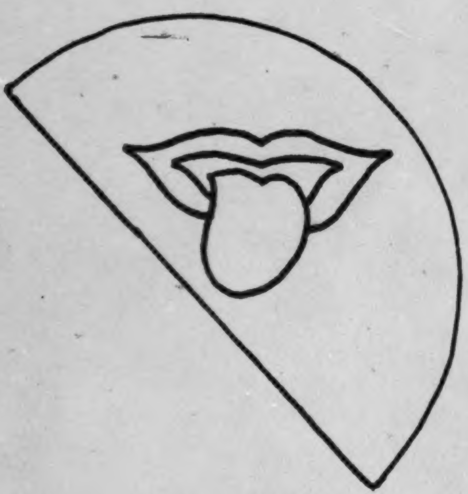
Procedure:

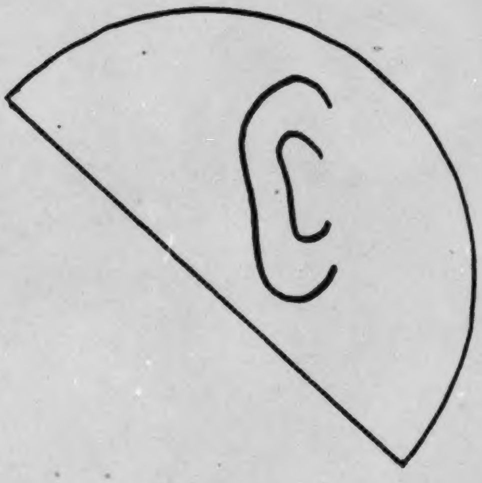
Review with the students:
What do you see with?
What do you hear with?
What do you smell with?
What do you feel with?
What do you taste with?
Have the students cut out the half circles showing the eyes, ears, nose, mouth, and hand. Then have them paste the half circles on the circle with the object that could be identified using that sense. (Sun-eyes; rain-hand; ice cream cone-mouth; flower-nose; dog barking-ears).

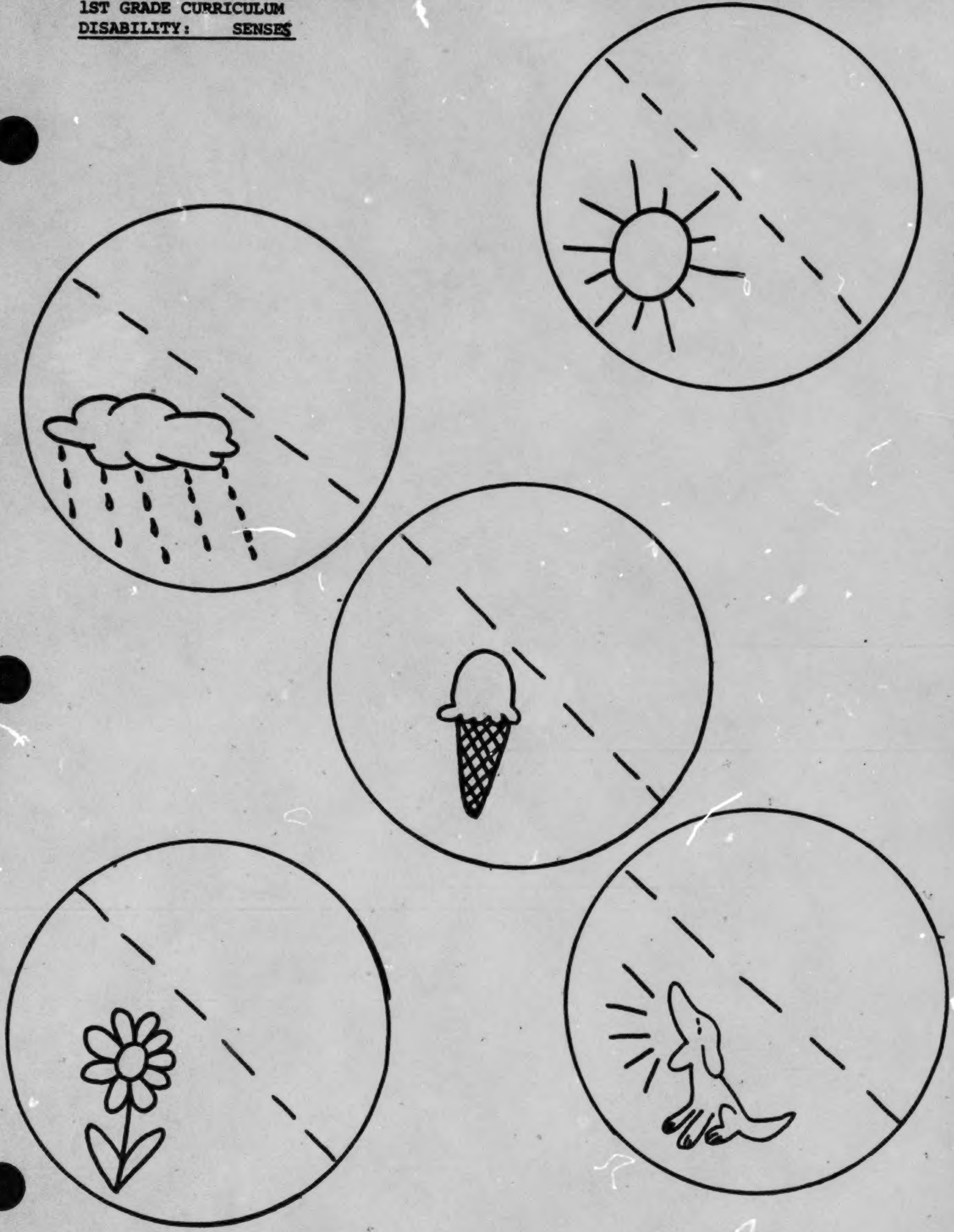












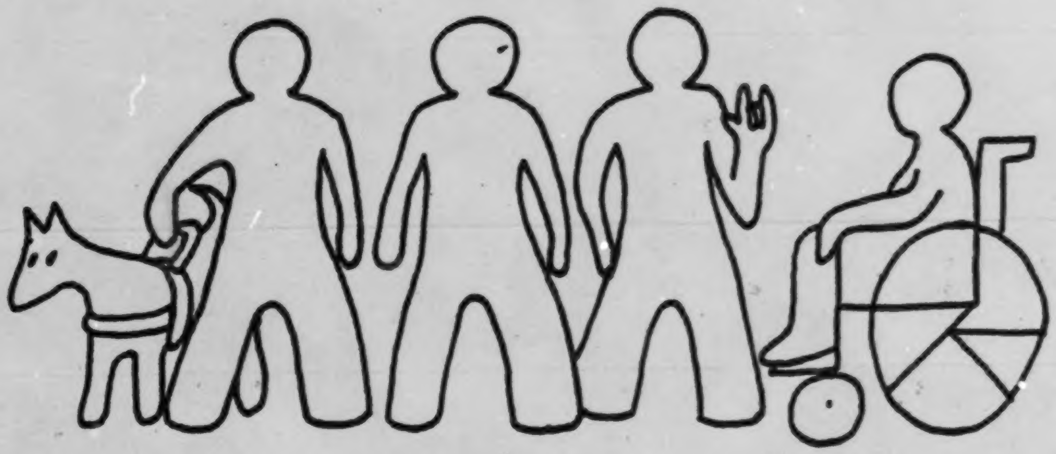
PROJECT: C.H.A.N.G.E.
FIRST GRADE CURRICULUM
SENSES

BIBLIOGRAPHY

Aliki. My Five Senses. New York: Thomas Y. Crowell Co., 1962.

"Sense Ability". Health: Decisions for Growth. Harcourt, Brace, Jovanovich, 1976.

ACCEPTANCE OF INDIVIDUAL DIFFERENCES



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.

INTRODUCTION: ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Before focusing directly on various handicapping conditions a unit stressing and exploring the uniqueness of each individual is included. The inclusion of this unit is based on the premise that one must accept oneself before one can accept others. In this unit the students are guided in developing a sense of themselves as unique and worthwhile individuals with strengths and weaknesses leading to the capacity to view others as worthwhile individuals with strengths and weaknesses.

Included in this unit is an exploration of the area of feelings. Basic feelings are identified and the way in which they may be expressed and explored. Through an exploration of feelings and their causal effect on behavior, the students should be better able to understand individual's, societies, and their own reactions to handicapped individuals.

When teaching this unit, it is important to develop an atmosphere that encourages students to talk freely. It is important that the teacher accept all feelings. All feelings are acceptable - it is the way in which they are expressed that may be inappropriate.

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kgn.	The students can identify ways in which people are alike.	People are alike in many ways (physically, mentally, socially, and emotionally).
	The students can identify ways in which people are different.	People differ in many ways, (physically, mentally, socially, and emotionally.)
First Grade	The students can identify basic feelings and needs in themselves and others.	Everyone experiences certain basic feelings (anger, happiness, loneliness, etc.) and has certain basic needs (physical, social, & emotional

PROJECT: C.H.A.N.G.E.
INTRODUCTION: ACCEPTANCE OF INDIVIDUAL DIFFERENCES

GRADE	OBJECTIVE	CONCEPT
Second Grade	The students understand people have individual interests, talents, and abilities that make them unique.	In relation to others everyone is different in their feelings and abilities and yet share something with everyone.
	The students can identify strengths and weaknesses in themselves.	Everyone has relative strengths and weaknesses.
	The students can express feelings about people who are different from themselves.	Everyone has feelings about people who are different from themselves. These feelings may be positive or negative.
Third Grade	The students understand everyone has different ways of expressing their feelings and needs.	Feelings and needs cause people to act in certain ways.
		There are several ways to express a particular feeling (anger, etc.)
		Different people express their feelings in different ways.
	The students can explain how understanding people who are different from themselves would help them to accept others.	Knowledge can remove fear.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

Book: The Hating Book

OBJECTIVE:

The students can identify basic feelings in themselves.

MATERIALS:

The Hating Book, (Zolotow, Charlotte, Harper & Row, New York, 1969)

PROCEDURE:

Introduce the book by asking the children what kinds of feelings they have about their friends. If only positive feelings are identified, ask if they ever become angry with their friends. After reading the book, discuss the types of feelings displayed by the characters (anger, fear of rejection, happiness, sadness, etc.)

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

"I Feel"

OBJECTIVE:

The students understand that everyone experiences certain basic feelings.

MATERIALS:

Art paper, crayons.

PROCEDURE:

Have the students name several emotions. List them on the blackboard. Then have each student write the following sentences on the bottom of art paper and illustrate them.

Today, I feel____

Here is a picture to show how I feel today.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

Needs

OBJECTIVE:

The students can identify basic needs in themselves and others.

MATERIALS:

Art paper

PROCEDURE:

Ask the students to think of what needs they have had in the last 24 hours. As the students identify their needs, write them on the blackboard. Needs that should be discussed include: food, water, sleep (physical needs), safety, homes, friends, love, etc. The students may need help in identifying a wide variety of needs. Illustrations can then be made.

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
ACCEPTING INDIVIDUAL DIFFERENCES

Activity:

How Do I Feel?

Objective:

The students can identify basic feelings and needs in themselves and others

Materials:

Magazines, newspapers, or other sources of pictures

Procedure:

Have the students cut out pictures of expressive faces and paste them on a sheet of paper. Then have them compose a descriptive sentence to fit the picture (Johnny pushed me. It's my birthday. We won the game. Do I have to go to bed?)

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Who Am I?

Objective:

The students can identify basic feelings and needs in self.

Materials:

Art paper, crayons, or paint

Procedure:

Have the students draw pictures of themselves or trace around themselves on large paper. Then have them complete sentences about themselves.

My name is ____________________. Sometimes I feel
______________________, other times I feel
______________________ or ____________________
or ________________________. I need _________.
__________________,________________, _____________.

The sentences can be written on the blackboard and the students can copy them filling in the blanks rebus style (drawing pictures). Some of the needs that should be identified are food, home, family, friends, clothing, etc.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

Hop Palmer Record: Getting To Know Myself.

OBJECTIVE:

The students understand everyone experiences certain basic feelings.

MATERIALS:

Getting to Know Myself by Hop Palmer, Educational Activities, Inc.

PROCEDURE:

Play the song "Feelings."
Have the students pantomine it.
The words to the song are:

Sometimes I'M feeling happy and I'm wearing a smile
Let me show you how I look when I'm feeling happy

Sometimes I'm feeling sad and I'm wearing a frown
Let me show you how I look when I'm feeling sad

Feelings don't always stay the same
They can change
Sometimes I'm happy - Sometimes I'm sad
It's ok - it's not bad

Sometimes I'm feeling angry and I stamp my feet
Let me show you how I look when I'm feeling angry

Sometimes I'm feeling sleepy and I have to yawn
Let me show you how I look when I'm feeling sleepy

Feelings don't always stay the same
They can change
Sometimes I'm happy - sometimes I'm sad
It's ok - It's not bad
Sometimes I'm feeling funny and I have to laugh
Let me show you how I look when I'm feeling funny

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

Hop Palmer Record

OBJECTIVE:

The students understand everyone experiences certain basic feelings.

MATERIALS:

Record: "Ideas, Thoughts, and Feelings"
by Hop Palmer, Educational Activities, Inc. 1973.

PROCEDURE:

Play the song "Everybody has Feelings." Have the students choose partners or stand or sit in a circle. They can take turns responding to the record.

The words to the song are:

"Can you tell me something that makes you happy?
sad?
tired?
cry?
frightened?
laugh?

Tell me how you're feeling right now.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

Scarey Things are Scarey

OBJECTIVE:

The students can identify basic feelings and needs in themselves and others.

MATERIALS:

None required. Optional: Book - Scarey Things are Scarey

PROCEDURE:

Have the students discuss things they were afraid of when they were little (dark, swimming, strangers, storms.) Read - Scarey Things are Scarey. The students can make pictures for their own or a class - Scarey Things are Scarey Book.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

Book: I Feel

OBJECTIVE:

The students recognize that everyone experiences certain basic feelings.

MATERIALS:

I Feel (Ancona, George E. P. Dutton, New York 1977)

PROCEDURE:

Introduce the book to the children by telling them that these are pictures of feelings that are inside us. Discuss the concept that often times we show our feelings and if people look at us closely, they can tell how we are feeling. This book can be used as a game by covering the word and having the children identify what emotion is being shown in the picture. After reading the book, have the children make up a story about a particular picture or choose a child to make a face and have the other children guess the emotion or feeling.

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Filmstrip: How Happiness Became Me

Objective:

The students understand everyone experiences certain basic feelings.

Materials:

Filmstrip: How Happiness Became Me from the series Feeling Fine (January Productions)

Procedure:

After viewing the filmstrip, have the students explore their own feelings. Ask them to tell about times when they have been afraid, angry, said, or happy. Discuss why the Emperor of Happiness changed his name emphasizing the concept that everyone experiences many different emotions. As a concluding activity, the children can draw pictures of what makes them feel (angry), (afraid) and (happy).

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Movie: Help, I'm Shrinking

Objective:

The students understand everyone experiences certain basic feelings and needs

Materials:

Movie: Help, I'm Shrinking (Films Incorporated)

Procedure:

After viewing the film, have the children identify Carrie's various feelings and relate times when they have felt the same way. Discuss also Carrie's need to feel good about herself. Help the children identify some of our emotional needs (love, self-worth, etc.) and how we get these needs met (who loves us - parents, friends - when do we feel good about ourselves - winning a game, learning something, doing good in school,wearing new clothes, etc.)

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERNECES

Activity:

Pantomine

Objective:

The students can identify basic feelings in themselves and others.

Materials:

None

Procedure:

Have the children name as many feelings as they can. Then have them act out various feelings as a group (How do you look whan you are happy? Show me how you look when you are sad, mad, etc.)
Individual children can then act out a feeling and the group can guess what feeling they are pantomining.
Feeling which can be pantomined might include:

happiness
sadness
excitement
fear
sickness
anger
upset
boredom
disappointment
worry
embarrasment
hate
sleepiness
love
suspicion
shock
bad smell
don't know what to do (puzzled)
hurrah
lazy

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUCAL DIFFERENCES

Activity:

What Makes You?

Objective:

The students can identify basic feelings in themselves and others.

Materials:

Art paper and crayons

Procedure:

Have the students name as amny feelings as they can. Then pick out a particular feeling and ask several students what makes them feel that way ("What makes you scared? What makes you very happy?")
Then choose an emotion and have the students illustrate what makes them feel that way.

PROJECT: C.H.A.N.G.E.
FIRST GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

BIBLIOGRAPHY

Ancona, George. I Feel. New York: Dutton, 1977.

"Everybody Has Feelings". Ideas, Thoughts, and Feelings. Hap Palmer Record Library, 1973

"Feelings". Getting to Know Myself. Hap Palmer Record Library, 1972.

Help I'm Shrinking. Educational Films Incorporated.

"How Happiness Became Me". Feeling Fine. January Productions, 1975.

Zolotow, Charlotte. The Hating Book. New York: Harper and Row, 1969.

BLINDNESS

PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: BLINDNESS

The first disability studied by the students is blindness. Blindness is legally defined as: visual acuity of 20/200 or less in the better eye with proper correction or a limitation in the field of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees. This means that the legally blind person can read at 20 feet what a person with normal vision can read at 200. The majority of legally blind people have som sight. This may be light perception, the ability to see large objects, or in a few cases, the ability to read when the print is held close to the eyes.

The study of blindness at the primary level focuses on three major topics:

1. Definition (blindness is defined as the loss or impairment of sight at this level.)

2. Areas of difficulty or special needs of the blind: mobility (difficulties arise with the encounter of stairs, new surroundings, transportation, traffic, elevators, ramps, escalators, weather, etc.) education (difficulties are due to the inability to read printed material) basic self-reliance skills (eating, family care, personal hygiene, dressing, shopping, food preperation, handling finances and clothes selection) hazards (fire, natural disasters, unexpected obstacles), employment choice, and social and recreational activities.

3. Ways of coping with the disability of blindness (guide dogs, development of all other senses to a higher degree than usual, canes, special watches, braille typewriter, tapes, styllus, modification of home environment, special computerized devices, etc.)

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of blindness.	Blindness means the loss or impairment of sight.
First Grade	The students understand and can state the definition of blindness.	Blindness means the loss or impairment of sight.
Second Grade	The students can identify special problems and needs of blind people.	Blind people have special needs and problems resulting from their handicaps (difficulty crossing streets, eating, etc.)

GRADE	OBJECTIVE	CONCEPT
Third Grade	The students can identify ways of dealing with the problem of being blind.	There are many devices and methods that can be used to cope with the problems resulting from being blind (Braille, mobility dogs, canes, etc.)

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Simulation experience

Objective:

The students can define blindness as the loss of sight

Materials:

Blindfold

Procedure:

Discuss the concept of blindness. Tell the students they are going to pretend to be blind. Blindfold a student and then hold two coats in front of them, (one of them being the child's own). Have the students try to identify their own coat.

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Filmstrip/film: See What I Feel

Objective:

The students understand the definition of blindness

Materials:

Filmstrip or film: See What I Feel from the series, Like You, Like Me (Encyclopedia Britannica Educational Corporation)

Procedure:

After viewing the film, discuss with the children what it means to be blind. Have them tell what they think it would be like to be blind and discuss what they would not be able to see if they were blind.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

I like to see ----

Objective:

The students understand and can state the definition of blindness.

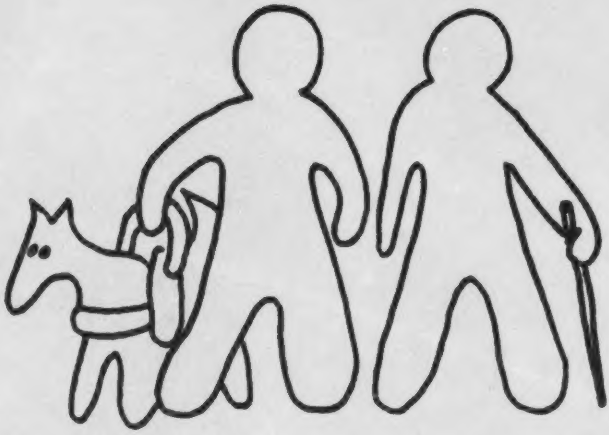
Materials:

Worksheet, crayons

Procedure:

Ask the students what it means to be blind. Then discuss what you wouldn't be able to see if you were blind (candles on birthday cake, pet cat playing, etc.)
On the worksheet have the students draw a picture of something they like to see.

I Like To See



PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Simon Says I See

Objective:

The students understand and can state the definition of blindness.

Materials:

None

Procedure:

Review the definition of blindness. Then play the game "Simon Says I Can See." If what you name can be seen the students stand up; if it can't be seen they sit down.
Suggestions: words & phrases:

black cat
loud boom
cold wind
hot air
music
barking
sour taste
sweet taste
footsteps in the hall
blue sky
green grass
candles on birthday cake
small puppy
crying
laughing
shouting
humming
singing
whispering
coughing
snoring
hat
cold

sweet
sour
soft
hard
rough
smooth

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Show me the way

Objective:

The students understand and can state the definition of blindness.

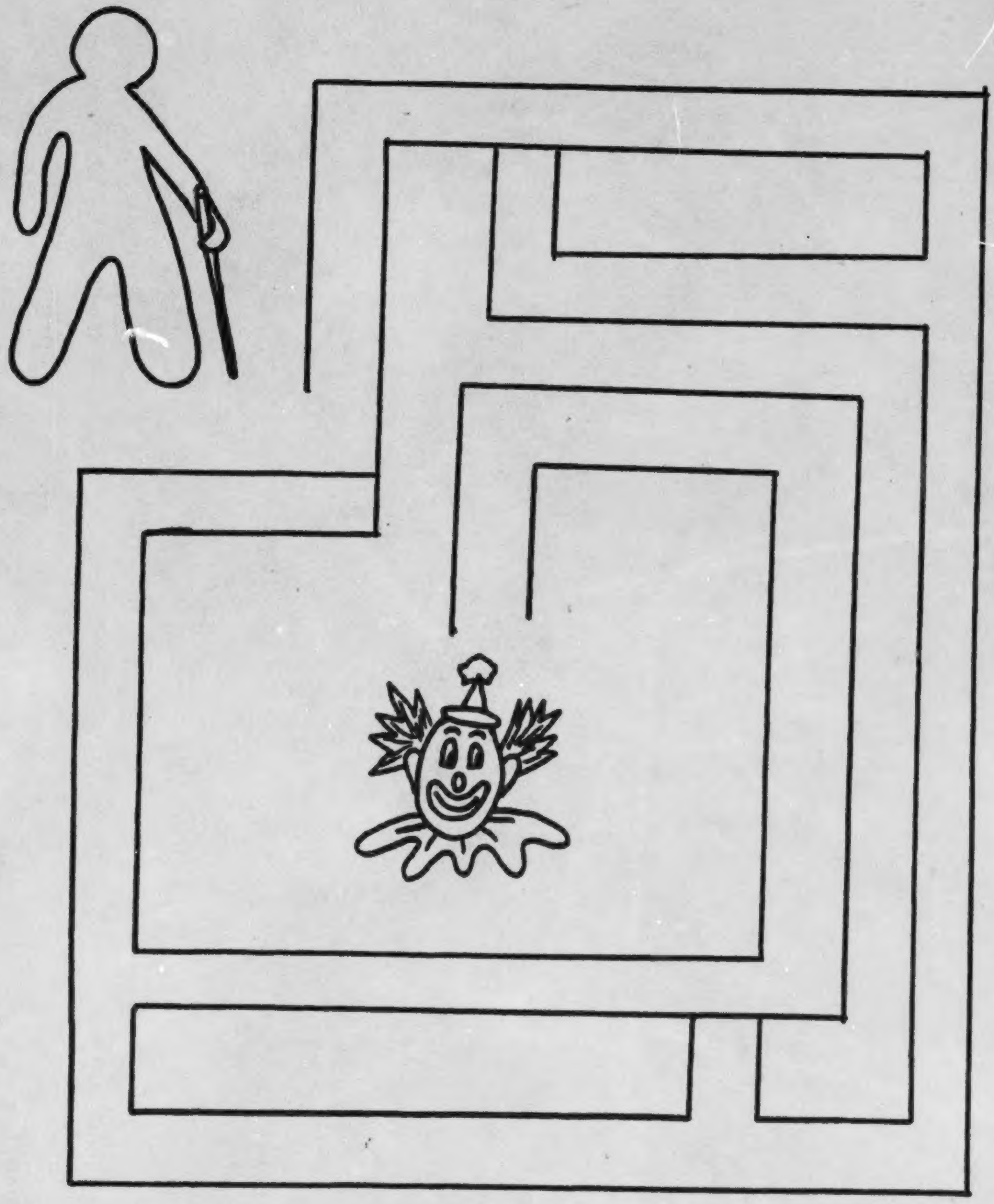
Materials:

Worksheet

Procedure:

Ask the students what it means to be blind (they should respond that it means you can't see or you can only see very little like light & dark). Then have them complete the worksheet. Tell them that Danny is blind and he uses a cane to help him find out what is in front of him. Direct the students to show Danny the way to go to the circus.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: BLINDNESS



PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Speaker

Objective:

The students understand and can state the definition of blindness.

Materials:

None

Procedure:

Invite a blind person to visit the classroom so that the students will have a first hand experience with a person who is actually blind. The speaker might tell the students something about their family, job and background. Let the students ask questions and talk to the speaker.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Review: Blindness

Objective:

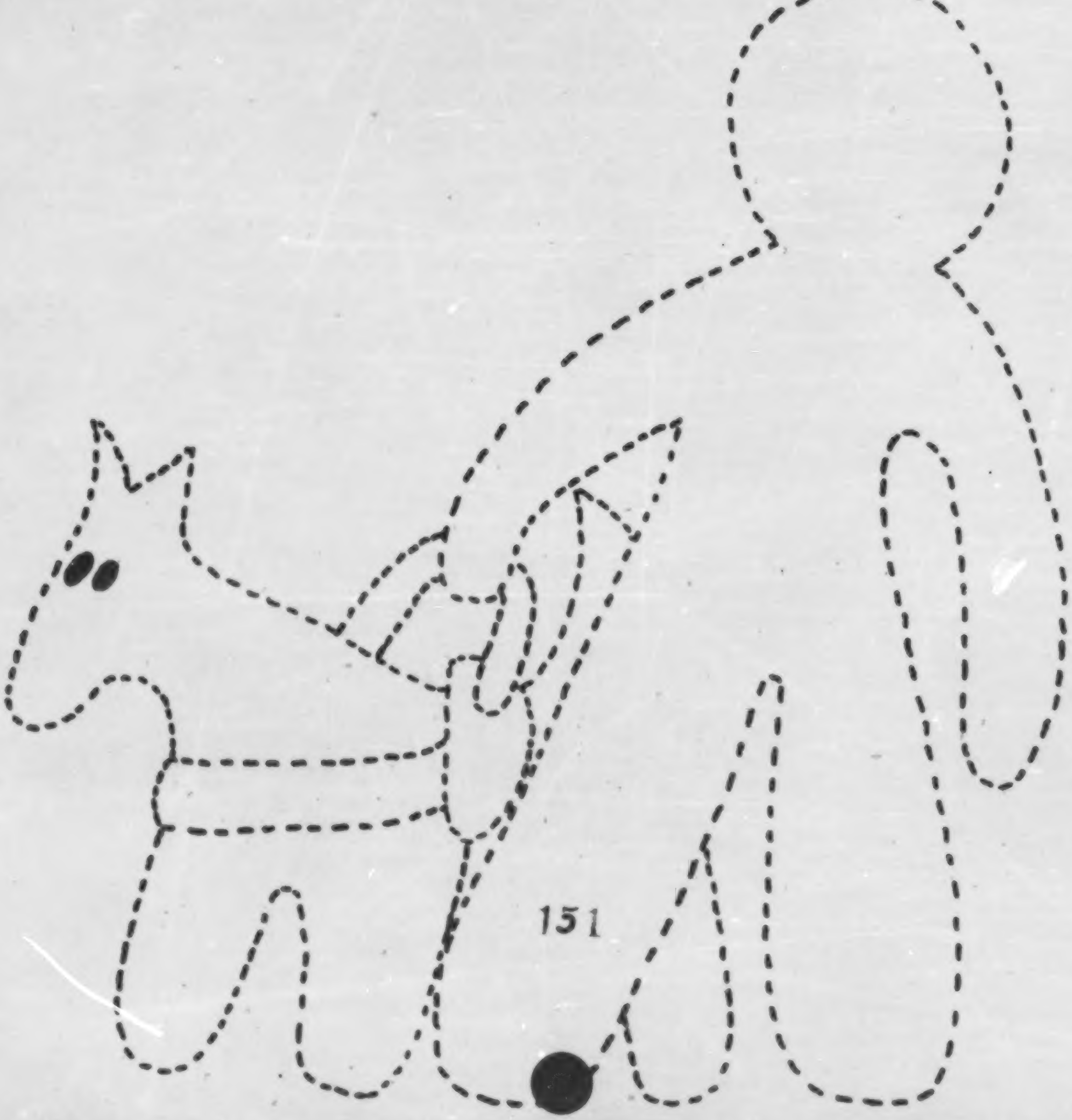
The students understand and can state the definition of blindness.

Materials:

Worksheet

Procedure:

Review the definition of blindness. Have the students trace the figure of the blind person & the guide dog. Tell the students this is a guide dog and it helps the blind person to get around.



PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: BLINDNESS

ACTIVITY:

Book: Spectacles

OBJECTIVE:

The students understand the definition of blindness.

MATERIALS:

Book: Spectacles, Worksheet

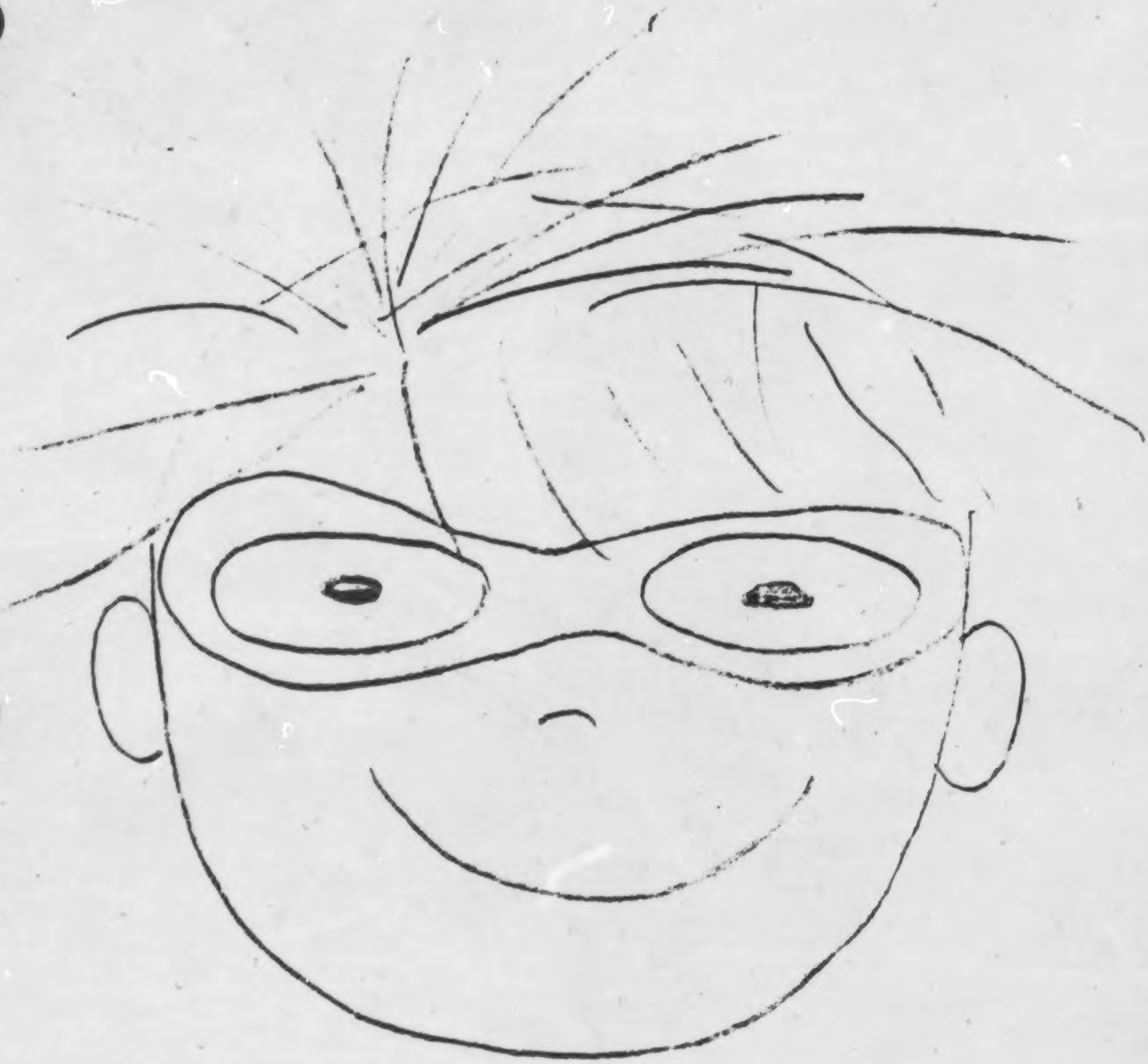
PROCEDURE:

While reading the book, give the students an opportunity to guess what Iris is actually seeing. Afterwards they might want to guess what objects around the room might look like. Students who wear glasses can relate their feelings about wearing them. Discuss the difference between people who have vision problems and people who are blind. As a concluding activity, they can complete the worksheet which is a picture of George wearing his spectacles. The students can design the kind of spectacles they think would look good on George.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: BLINDENSS

1B-9

NAME________________________________



What kind of spectacles should George have?

BIBLIOGRAPHY

"See What I Feel." Like You, Like Me.
Encyclopedia Britannica, 1977.

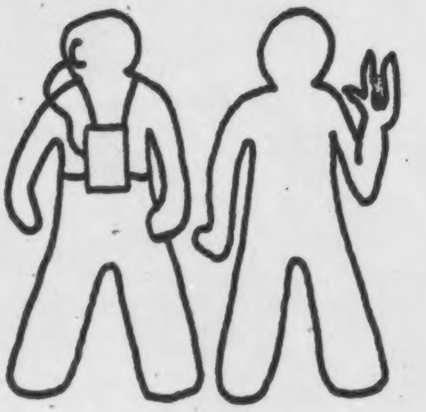
PROJECT: C.H.A.N.G.E.
FIRST GRADE CURRICULUM
DISABILITY: BLINDNESS

BIBLIOGRAPHY

Raskin, Ellen. Spectacles. New York: Atheneum, 1968.

"See What I Feel". Like You Like Me. Encyclopedia Britannica, 1978.

DEAFNESS



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION - DISABILITY: DEAFNESS

People are considered deaf if their hearing is non-functional in understanding even amplified speech. Deafness is the most debilitating disability. It isolates individuals from their fellows making of them creatures alone in our highly dependent society. As an infant, the deaf person was unable to hear the mother's lullabye; as a child the teacher's instructions, and as an adult another's words of love. Silence is all that is heard by the deaf.

At the primary level, three major topics are included in the study of deafness:

1. Definition (a deaf person is one whose sense of hearing is non-functional for the ordinary purposes of life).
2. Areas of difficulty or special needs of the deaf: communication, education, hazards (fire, traffic) social and recreational activities, employment, etc.
3. Ways of coping with the disability of deafness; hearing aids, sign language, (American Sign Language is the typical language deaf people use when coversing among themselves. It has a grammatical structure, like Chinese), finger spelling (the use of a manual alphabet which consists of a single hand configuration for each letter of the English Alphabet to spell words), Manual English (a combination of signs and fingerspelling which adheres closely to grammatical structure), lipreading, special mechanisms attached to telephones and T.V.s and special devices for jobs (computers with print-outs for language, etc.

The objectives and concepts for this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of deafness.	Deafness means the loss or impairment of hearing.
First Grade	The students understand and can state the definition of deafness	Deafness means the loss or impairment of hearing.
Second Grade	The students can identify special problems and needs of deaf people.	Deaf people have special needs and problems resulting from their handicap (communication, etc.)
Third Grade	The students can identify ways of dealing with the problem of being deaf.	There are many devices and methods that can be used to cope with the problems resulting from being deaf (finger spelling, etc.)

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Simulation Experience

Objective:

The students can define deafness as the loss of hearing

Materials:

Tape and taperecorder or filmstrip

Procedure:

Ask the students what it means to be deaf. Discuss the definition of deafness. Tell the students they are going to pretend to be deaf. Play a tape or record very low or show a movie or filmstrip without the sound. Then ask questions which could only be answered if the students had heard the material.

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Book: I Have A Sister, My Sister Is Deaf

Objective:

The students understand and can state the definition of deafness

Materials:

I Have A Sister, My Sister Is Deaf (Peterson, Jeanne Whitehouse Harper & Row, New York 1977)

Procedure:

After reading the book, have the children discuss what it means to be deaf. Let them name sounds you would not hear if you were deaf. Let them also name activities you could participate in if you were deaf.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Filmstrip; My New Friend Joey

Objective:

The students understand and can state the definition of deafness.

Materials:

Filmstrip: My New Friend Joey from the series My New Friend (Eye-Gate)

Procedure:

After showing the filmstrip, discuss the following questions:

1. What is meant by the terms hard of hearing and deaf?
2. What are some of the things you could not hear if you were deaf?

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

What Am I?

Objective:

The students understand and can state the definition of deafness.

Materials:

None

Procedure:

Ask the students what it means to be deaf. Ask them how you can identify different animals (by how they look and shound. Have the students imitate the sound of several animals. Then ask them to pretend they are deaf . Have a child imitate an animal without making any characteristic sounds. Let the children guess the animal.

Suggested animals:
elephant
giraffe
lion or tiger
kangaroo
seal
duck
horse
rabbit
dog begging

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

What Can You Hear?

Objective:

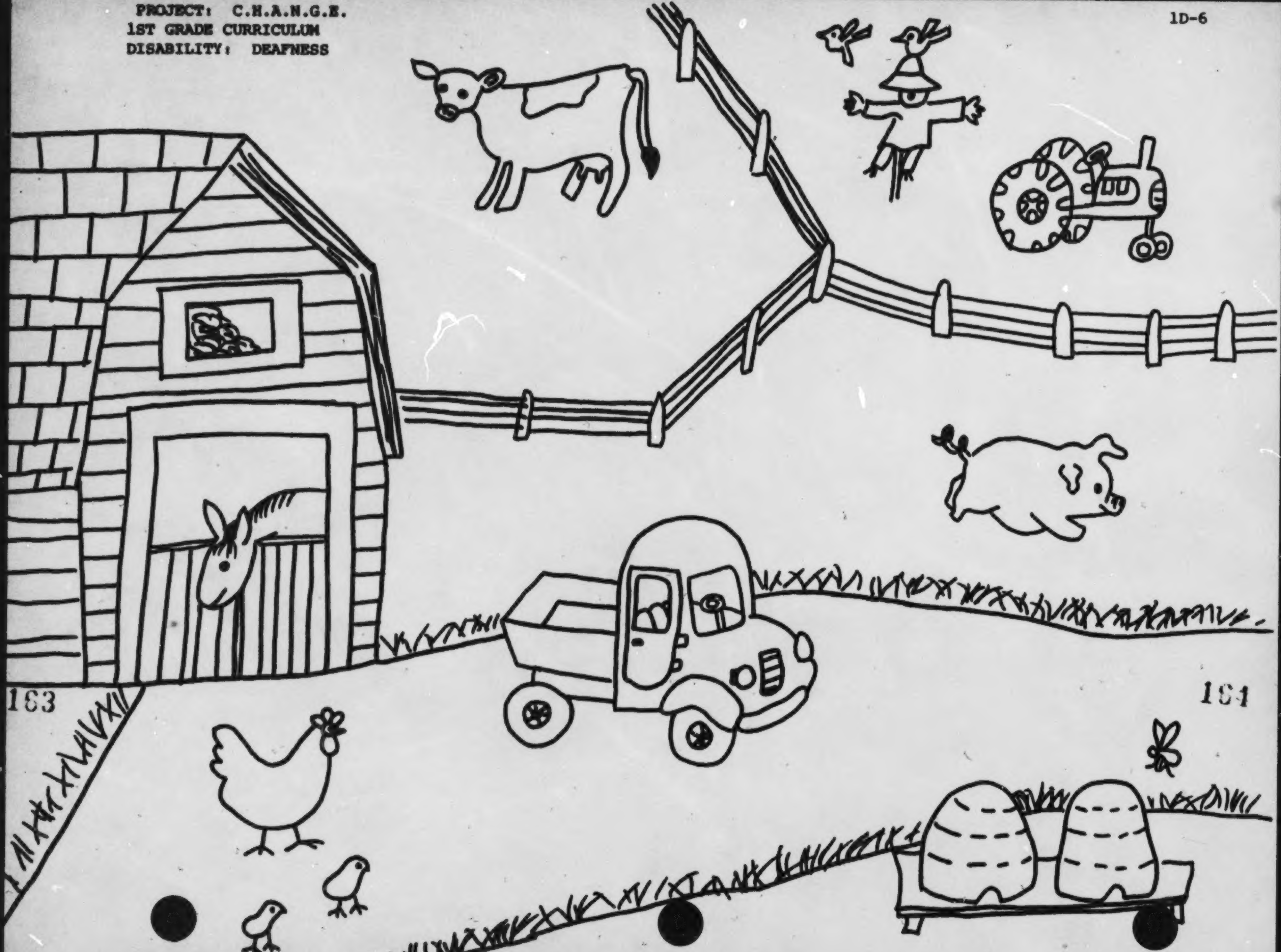
The students understand and can state the definition of deafness.

Materials:

Worksheet

Procedure:

Discuss the definition of deafness with the students. Ask them to name some sounds they wouldn't be able to hear if they were deaf (mom calling, family singing "Happy Birthday," cars honking, dog barking, etc.) Have the students mark all the things that can make sounds on the worksheet. Discuss noises characteristic of a particular place (zoo, busy street, circus, farm, etc.).



PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Just Like Me

Objective:

The students can state the definition of deafness.

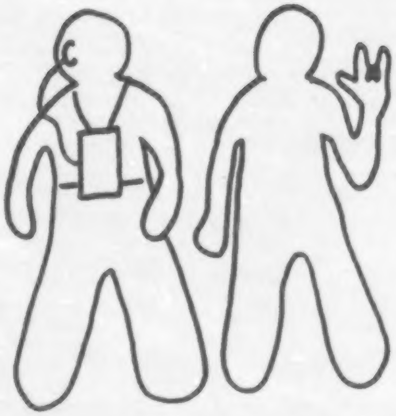
Materials:

Worksheet

Procedure:

Discuss the definition of deafness. Then discuss how deaf people are like hearing people. Have the students draw a picture, of deaf people doing something they can do.

Just Like Me



PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Speaker

Objective:

The students understand and can state the definition of deafness.

Materials:

None

Procedure:

Invite a deaf or hearing imparired person to visit your classroom to talk with the students. If the person is unable to talk someone else could tell the students about the deaf person's background and answer questions.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Review: Deafness

Objective:

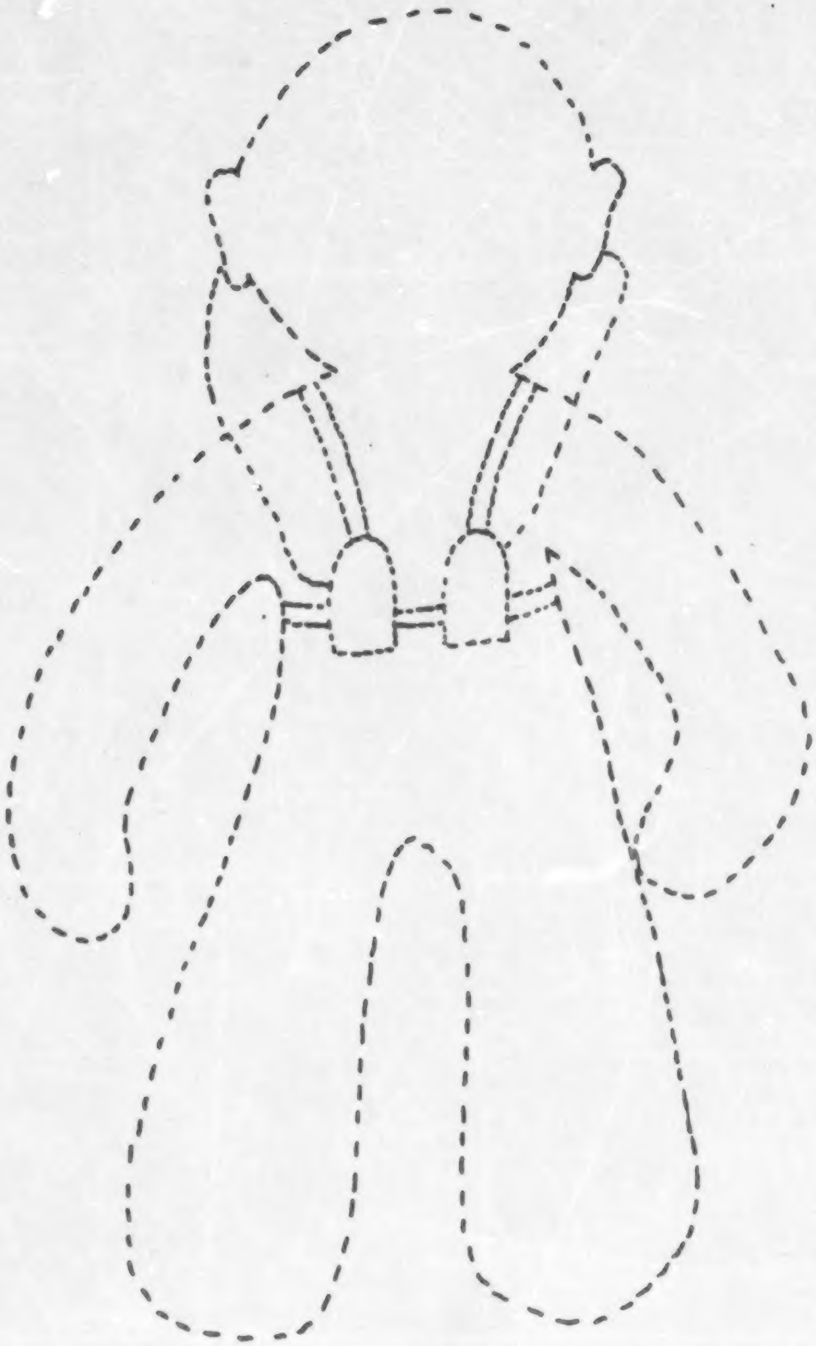
The students understand and can state the definition of deafness.

Materials:

Worksheet

Procedure:

Review the definition of deafness. Have the students trace the figure of the deaf person with a hearing aid. Explain some deaf people use a hearing aid. This does not necessarily mean though that their hearing is normal with a hearing aid. They may still hear very little.



PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

Book: Can You Hear Me?

OBJECTIVE:

The students understand and can state the definition of deafness.

MATERIALS:

Book: Can You Hear Me?

PROCEDURE:

After reading the book, discuss some sounds that deaf people are unable to hear. Discuss what things deaf people can do the same as hearing people.

PROJECT: C.H.A.N.G.E.
FIRST GRADE CURRICULUM
DISABILITY: DEAFNESS

BIBLIOGRAPHY

"Can You Hear Me?" Accepting Individual Differences. Texas: Developmental Learning Materials, 1977.

"My New Friend Joey". My New Friend. Eyegate Media, 1977.

Peterson, Jeanne. I Have A Sister: My Sister Is Deaf. New York: Harper and Row, 1977.

PHYSICAL HANDICAPS

PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: DISABILITY - PHYSICAL HANDICAPS

Physically handicapped individuals are those who have lost the use of some part of their body due to illness, injury or accident. Physical disabilities may result from numerous causes: accidents, heredity, birth defects, drugs taken by the mother during the prenatal period, maternal illness during the prenatal period and illness cassing central nervous system damage.

In the past, there were many myths and misconceptions about physically handicapped persons. At one time, it was felt that a physically handicapped person was the handiwork of the devil. They were often put to death because it was thought that they were possessed by evil spirits.

At the primary level, three main topics are studied in this unit:

1. Definition (the loss or impairment of the limbs)

2. Areas of difficulty or special needs of the physically handicapped: mobility (due to limited or complete inability to use legs - driving may also be difficult or impossible), education (difficulties may arise because of limited mobility, inability to write, and special medical problems,) employment, recreation and social activities, self-reliance skills (dressing, feeding, care of family, eating, bathing, toileting, cooking, living alone, etc.) architectural barriers in the home and community, special medical problems (bedsores, special care of the point of amputation, catheter to drain urine, circulation in paralyzed limbs, healing, bladder infections, bowel problems deformation due to paralysis of limbs, atrophy of muscles not used, etc.) and financial difficulties (due to the high expense of purchasing and maintaining braces, prostheses, wheelchairs, physical therapy, special clothes, special devices, etc.

3. Special techniques and devices developed to deal with the problem of being physically handicapped: special equipment for cars, over-development of a part of the body, extenders for reaching, braces, prostheses, exercise equipment, special clothes and shoes, crutches, wheelchairs, special eating devices, walkers, canes, mouth devices for writing, eating, and painting, electric lifts for stairs, bathtubs, etc., communication devices (electric typewriter, manual or electric communication board, automated tele-communication system, writing harness and magnetized wrist harness), reading aids, (special book holders, automatic page turner, and head pointer with harness), electric scissors, breath control devices to activate certain systems such as a wheelchair, and numerous other devices designed for individual problems.

The objectives and concepts taught in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of a physical handicap.	A physical handicap is the loss or impairment of the limbs.
First Grade	The students understand and can state the definition of a physical handicap.	A physical handicap is the loss or impairment of the limbs.
Second Grade	The students can identify special problems and needs of physically handicapped people.	Physically handicapped people have special needs and problems resulting from their handicap (mobility, writing, eating, etc.)
Third Grade	The students can identify ways of dealing with the problems of being physically handicapped.	There are many devices and methods that can be used to cope with the problems resulting from being physically handicapped (wheelchairs, prostheses, etc.

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Simulation Experience

Objective:

The students can define physical handicaps as the loss or impairment of limbs

Materials:

None

Procedure:

Explain to the students that they are going to pretend that they are physically handicapped. Ask if they know what it means to be physically handicapped and discuss the definition of a physical handicap. Have the students put one arm behind their back and then try to perform a task such as tying their shoes, opening a book to a specific page, etc. Discuss how difficult or impossible it was to perform these tasks. Help the students understand that these are the problems faced daily by physically handicapped individuals. Develop the concept that this is what it means to be "physically handicapped".

Questions that can be discussed are:

1. Was it harder or easier to tie your shoes, open the book, etc?
2. Was there anything you could not do?
3. Why?

PROJECT: C.H.A.N.G.E.
1st GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Filmstrip: Howie Helps Himself

Objective:

The students understand the definition of a physical handicap

Materials:

Filmstrip: Howie Helps Himself from the series Every Kid Is Special (Educational Enrichment Materials)

Procedure:

After the filmstrip, discuss the meaning of the term physically handicapped. Have the children identify some of the things Howie has difficulty doing.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACTIVITY:

Book: Tracy

OBJECTIVE:

The students understand and can state the definition of a physical handicap.

MATERIAL:

Book: Tracy, Mack, Nancy, Raintree, 1976.

PROCEDURE:

After reading Tracy, discuss the book with the class. Some questions to be included in the discussion are:

1. How does Tracy get around?
   (Wheelchair, crutches, bike, etc.)
2. Why is it hard for Tracy to do some things?
3. What is it hard for Tracy to do?
4. What are some things Tracy can do as easily as you can?
5. If Tracy went to school here, what are some of the problems she would have?
6. How could you help Tracy if she went to school here?
7. Do you think Tracy would make a good friend? Why?

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Which One?

Objective:

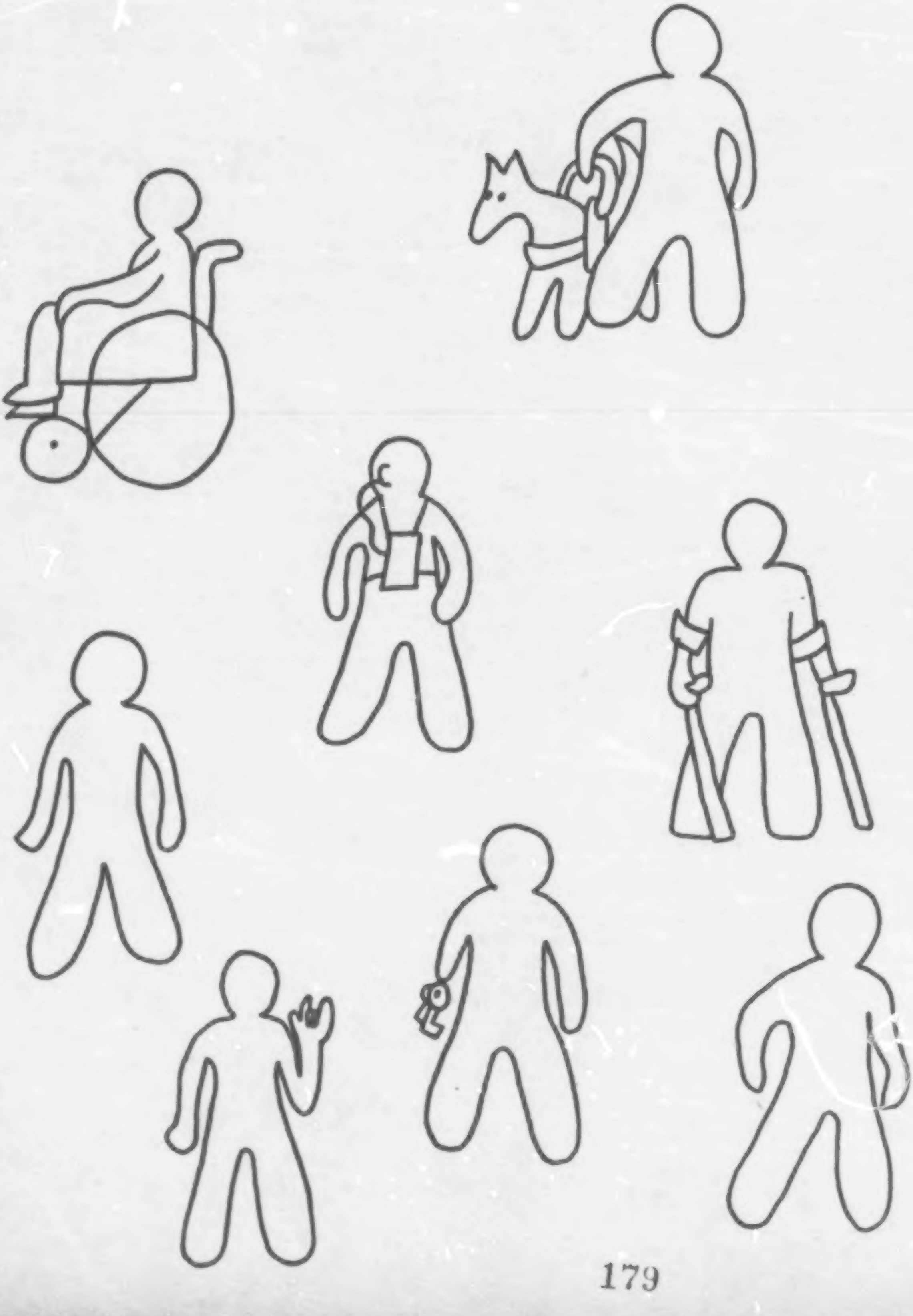
The students understand and can state the definition of a physical handicap.

Materials:

Worksheet

Procedure:

Tell the students that some children can't walk, run, or play like they can because their bodies don't work well. Some children can't control their bones and muscles. They can't make them do what they want them to. They would like to run but their legs can't move. They would like to play ball, but they can't make their arms and legs work together. These children are called physically handicapped. They may use a wheelchair or crutches. They may have an artificial hand, arm, leg, or foot. On the worksheet have the students mark the figures that are physically handicapped.



PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Legs and Arms

Objective:

The students understand and can state the definition of a physical handicap.

Materials:

Art paper, crayons

Procedure:

Discuss the definition of a physical handicap. Have the students name activities they use their arms and legs for. Direct them to draw a picture of the student sitting behind them doing some activity that involves the use of their arms or legs.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Speaker

Objective:

The students understand and can state the definition of a physical handicap.

Materials:

None

Procedure:

Invite a physically handicapped person to visit the classroom. The speaker might tell the students about their family, job and background. Allow the students to ask questions and talk with the speaker.

PROJECT: C.H.A.N.G.E.
1ST GRADE C URRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Review: Physical Handicaps

Objective:

The students understand and can state the definition of a physical handicap.

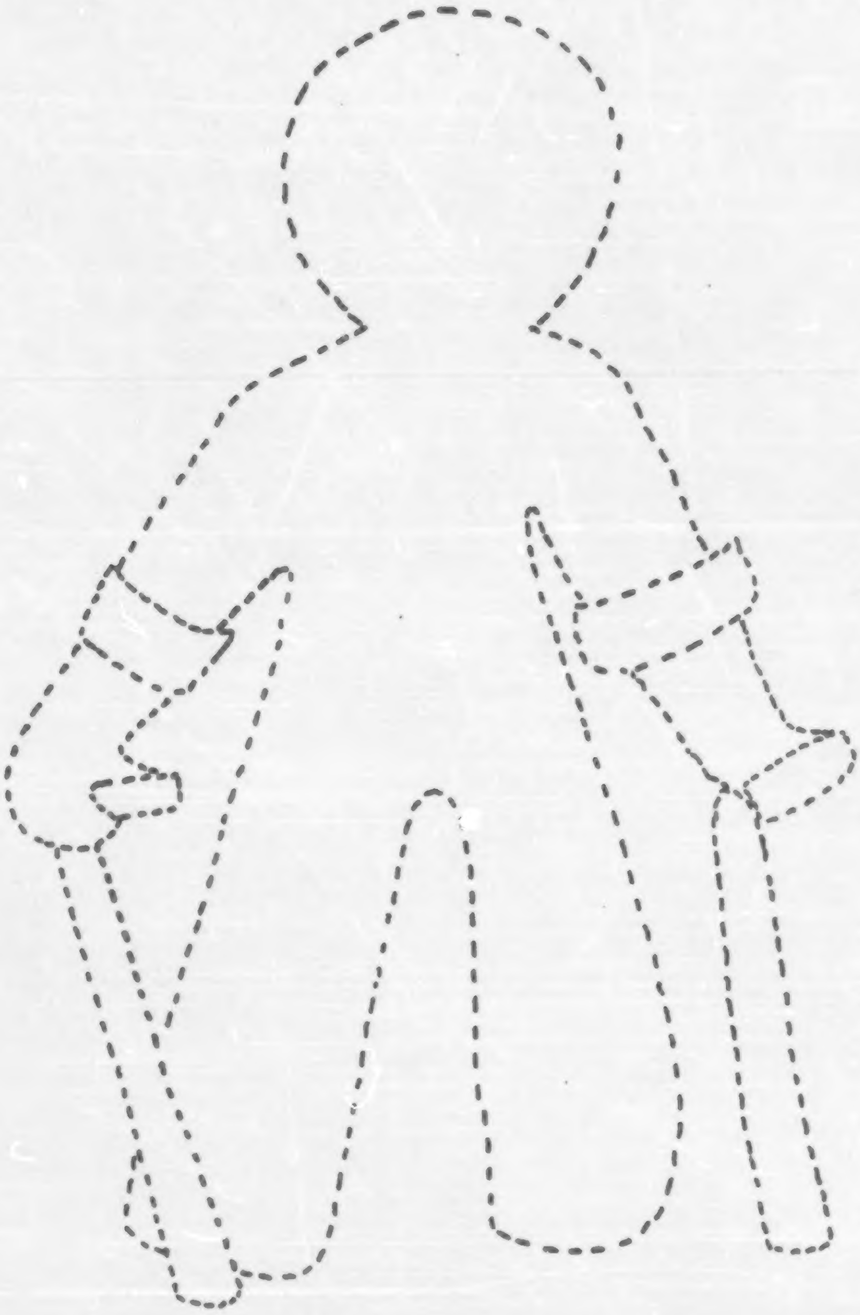
Materials:

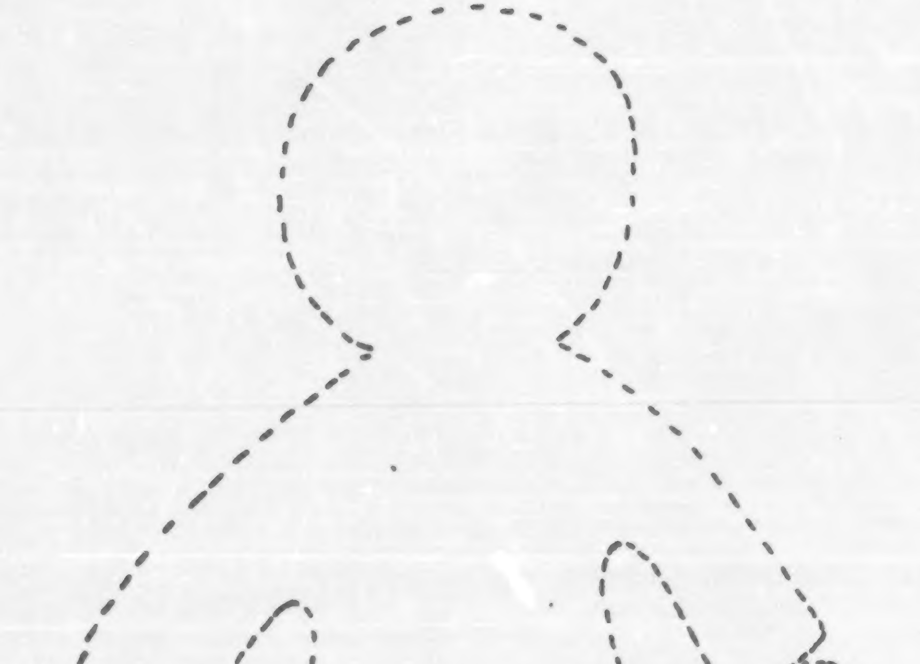
Worksheets (2)

Procedure:

Review the definition of a physical handicap. Have the students trace the figure of the person using crutches, and the figure of the person with a prosthetic hand.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS





PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACTIVITY:

Book: Janet at School

OBJECTIVE:

The students understand and can state the definition of a physical handicap.

MATERIAL:

Book: Janet at School, White, Paul, Thomas Y. Crowell Company, New York, 1978.

PROCEDURE:

Introduce the story by telling the students that you are going to read a story about a girl who is in kindergarten. After the story, have a general discussion about the book and physical handicaps. Some questions to include are:

1. Why does Janet use a wheelchair?
2. What things are difficult for Janet to do?
3. What are some things that Janet can do just as well as you can?
4. If Janet went to school here, what could you do to help her?
5. Would you like to have Janet for a friend? Why?

Allow the children to look at the book on their own in their free time.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACTIVITY:

Book: I Knew I Could Do It

OBJECTIVE:

The students understand and can state the definition of a physical handicap.

MATERIALS:

Book: I Knew I Could Do It, "Accepting Individual Differences", Developmental Learning Materials, Cohen, Shirley, Niles, Illinois

PROCEDURE:

Read the book to the students. Discuss the various equipment and aids being used (wheelchair, braces, walker, and helmets.)

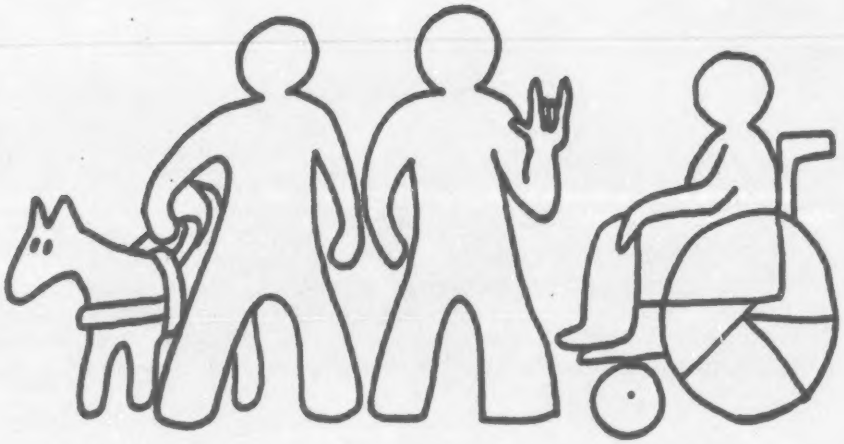
PROJECT: C.H.A.N.G.E.
FIRST GRADE CURRICULUM
PHYSICAL HANDICAPS

BIBLIOGRAPHY

Fossler, Joan. Howie Helps Himself. Chicago: Albert Whitman & Co., 1976.

Mack, Nancy. Tracy. Milwaukee: Raintree, 1976.

ACCEPTANCE OF HANDICAPS



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: ACCEPTANCE OF HANDICAPS

This, the last unit of the program, is "what it's all about" - the very essence of the program - acceptance of handicapped people. In the 1970's, there was a growing interest in and recognition of various handicapping conditions and the problems faced by handicapped individuals in our society. We have seen movements to remove architectural barriers, the passing of Public Law 94-142, and many other measures to improve life for the handicapped. However, increased awareness of handicaps doesn't necessarily mean increased acceptance of handicapped individuals. And if handicapped individuals are to lead a satisfying life, acceptance is an extremely important component of that life. Thus the goal of this unit and of the entire program is to help children to look beyond the handicapping condition to consider the person as an individual with the capacity to become one's friend and thus enrich one's life as only such relationships with others can, for as the writer said, "No man is an island."

The objectives and concepts of this unit are:

GRADE	OBJECTIVES	CONCEPTS
Kindergarten	The students can identify how handicapped people are like non-handicapped people.	Handicapped people are like non-handicapped people in many ways: feelings, basic needs, physical, emotional, and social characteristics, etc.
First Grade	The students can identify how handicapped people are like non-handicapped people.	Handicapped people are like non-handicapped people in many ways (basic needs, feelings, physical, social, and emotional characteristics, etc.)
Second Grade	The students exhibit a willingness to accept handicapped individuals.	A positive attitude, toward handicapped individuals is exhibited in classroom discussions and in real life encounters with handicapped people.
Third Grade	The students are aware that some people have a negative attitude towards handicapped individuals and can hypothesize a cause.	Some individuals have a negative attitude towards handicapped people. This negative attitude may be caused by several reasons: dislike of people who are different, lack of knowledge about handicaps, etc.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

Simon Says

Objective:

The students can identify how handicapped people are like non-handicapped people.

Materials:

None

Procedure:

Play "Simon Says" Instruct the students to put their thumbs up if what you say is true and put them down if it is false.

Give statements such as:

1. Blind children can run and jump like you.
2. Deaf children can't see like you.
3. Physically handicapped children can be your friends.
4. Blind children can't talk to you on the telephone.
5. Blind children can't go to school.
6. Deaf children can see like you can.
7. Deaf children can run like you.
8. Physically handicapped children can watch T.V. like you.
9. Physically handicapped children have families like you.
10. Blind children can't laugh like you can.
11. Physically handicapped children don't like to play.
12. Deaf children can write like you do.
13. Blind children aren't as smart as other kids.
14. Deaf children can't play games.
15. Physically handicapped children don't live in houses like you do.

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

I'm the Same

Objective:

The students can identify how handicapped people are like non-handicapped people.

Materials:

Art paper and crayons.

Procedure:

Have the students illustrate one or more of the following statements:

I'm the same as someone who can't hear because......

I'm the same as someone who can't see because.......

I'm the same as someone who can't walk because......

PROJECT: C.H.A.N.G.E.
1ST GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

Student Activity Book

Objective:

The students can identify how handicapped people are like non-handicapped people.

Materials:

Student Activity Book worksheets

Procedure:

Have students complete individual pages of the Student Activity Book and then fastern them together with brads to make a book (or fasten together first and then have students complete.) This activity may be divided into more than one session (it could be broken up into three sessions:

1. Pages dealing with blindness
2. Pages dealing with deafness
3. Pages dealing with physical handicaps.)

This book reviews the concepts studied for each handicap.

Final Discussion should focus on how handicapped people are like non-handicapped people.

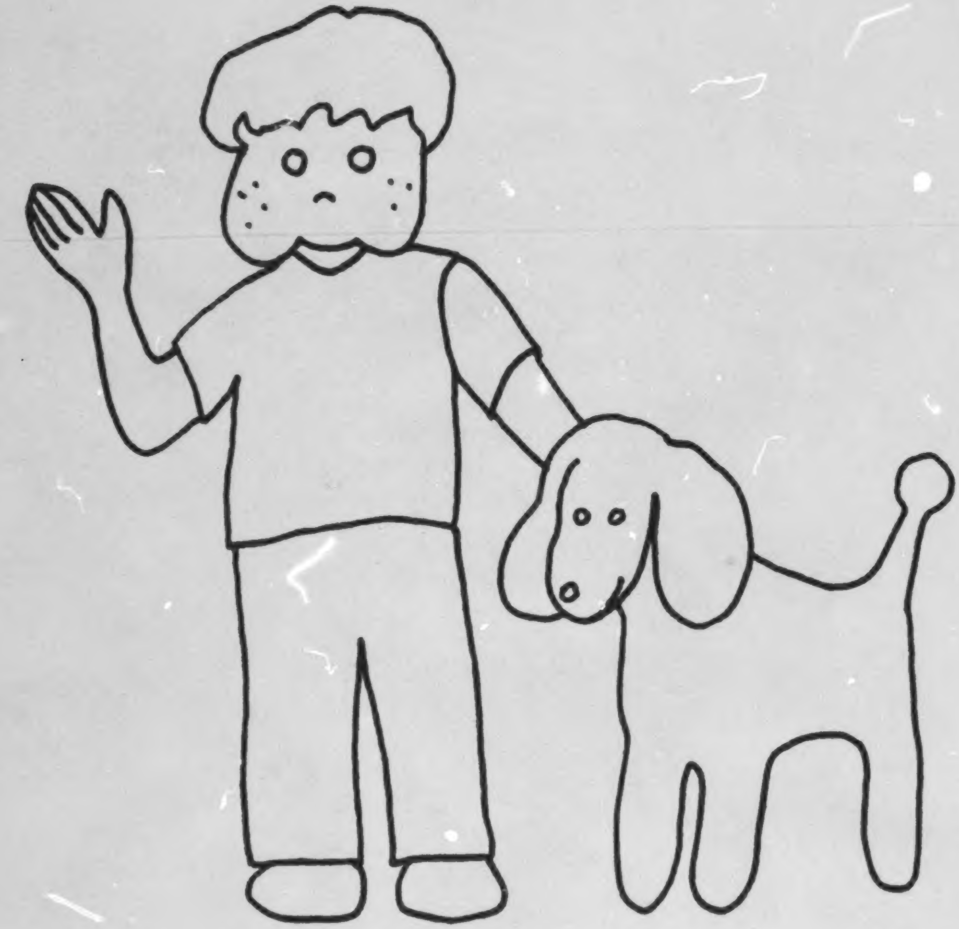
PROJECT CHANGE

CONCEPTS OF HANDICAPS AND ATTITUDES NEED GUIDANCE AND EDUCATION

STUDENT ACTIVITY BOOK

FIRST GRADE

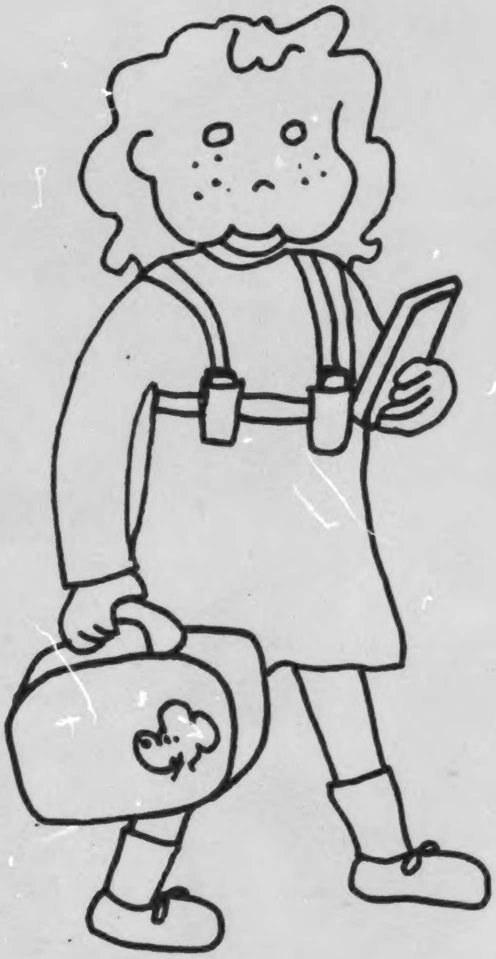
NAME: ______________________________



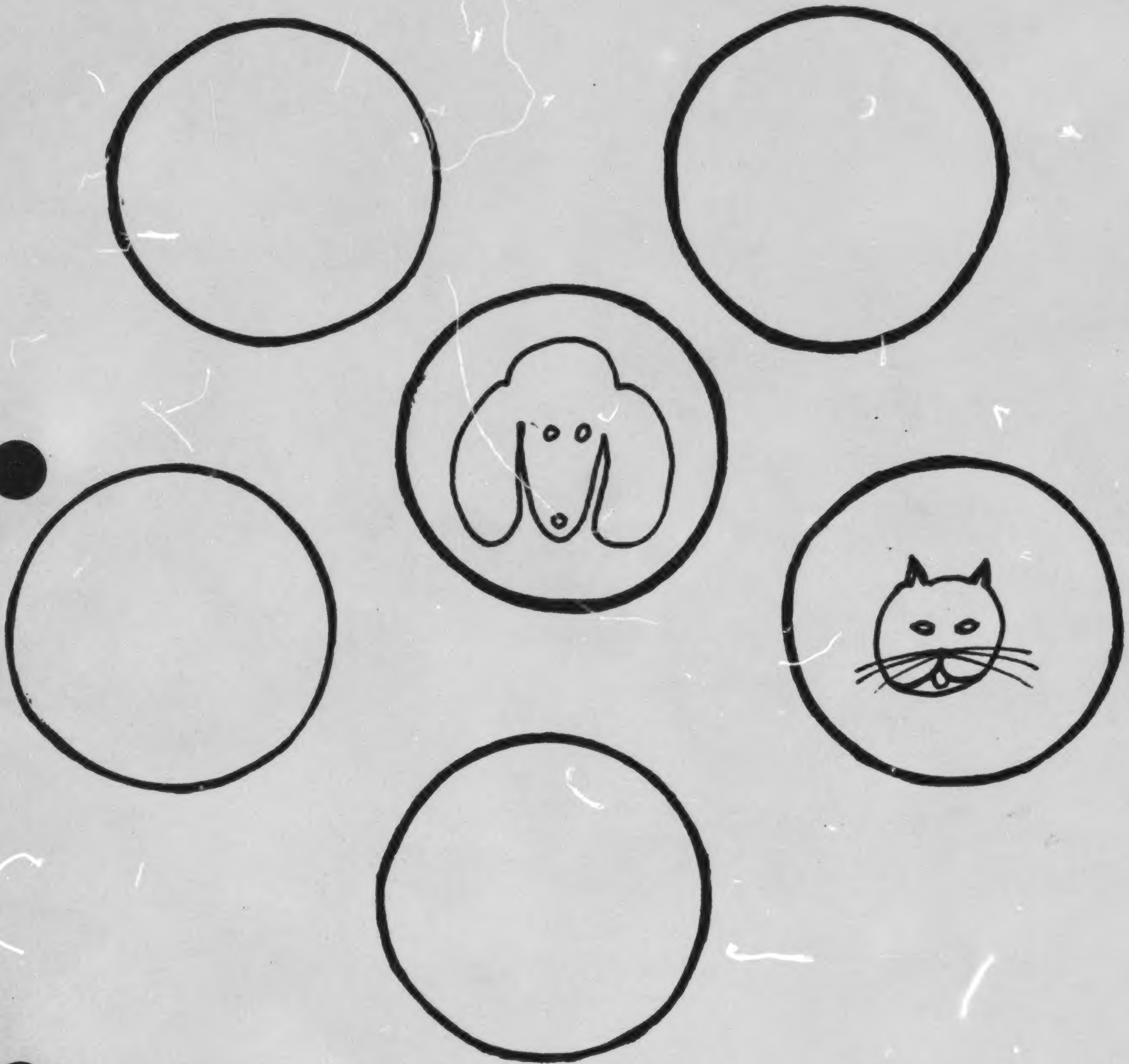
HELLO, MY NAME IS LESTER.

THIS IS MY DOG WALDO.

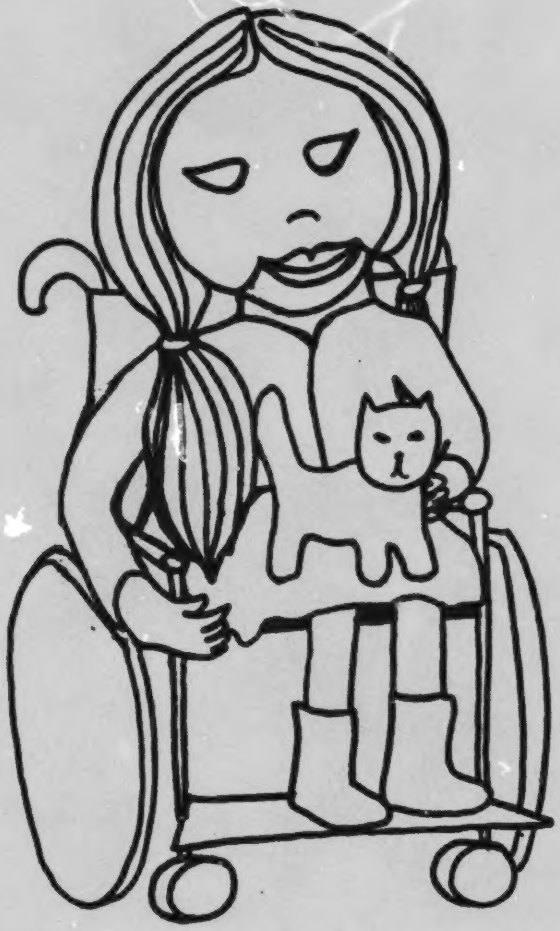
THIS IS BRIDGET.
SHE HAS RED HAIR, BLUE EYES, AND FRECKLES.
SHE IS DEAF.
SHE CAN'T HEAR.
COLOR BRIDGET GOING TO SCHOOL.
MAKE HER HAIR RED AND HER EYES BLUE.



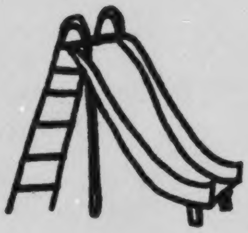
BRIDGET IS DEAF,
BRIDGET CAN'T HEAR SOUNDS.
SHE CAN'T HEAR WALDO THE DOG BARK.
SHE CAN'T HEAR GINGER THE CAT MEOW.
DRAW PICTURES OF OTHER THINGS THAT MAKE SOUNDS.

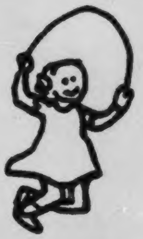


THIS IS MEI LING AND HER CAT GINGER.
MEI LING CAN'T WALK.
SHE USES A WHEELCHAIR.
SHE IS PHYSICALLY HANDICAPPED.
COLOR MEI LING AND GINGER.



MEI LING CAN'T WALK OR RUN.
SHE CAN'T CLIMB UP A SLIDE OR JUMP ROPE.
DRAW A PICTURE OF OTHER THINGS MEI LING CAN'T DO.





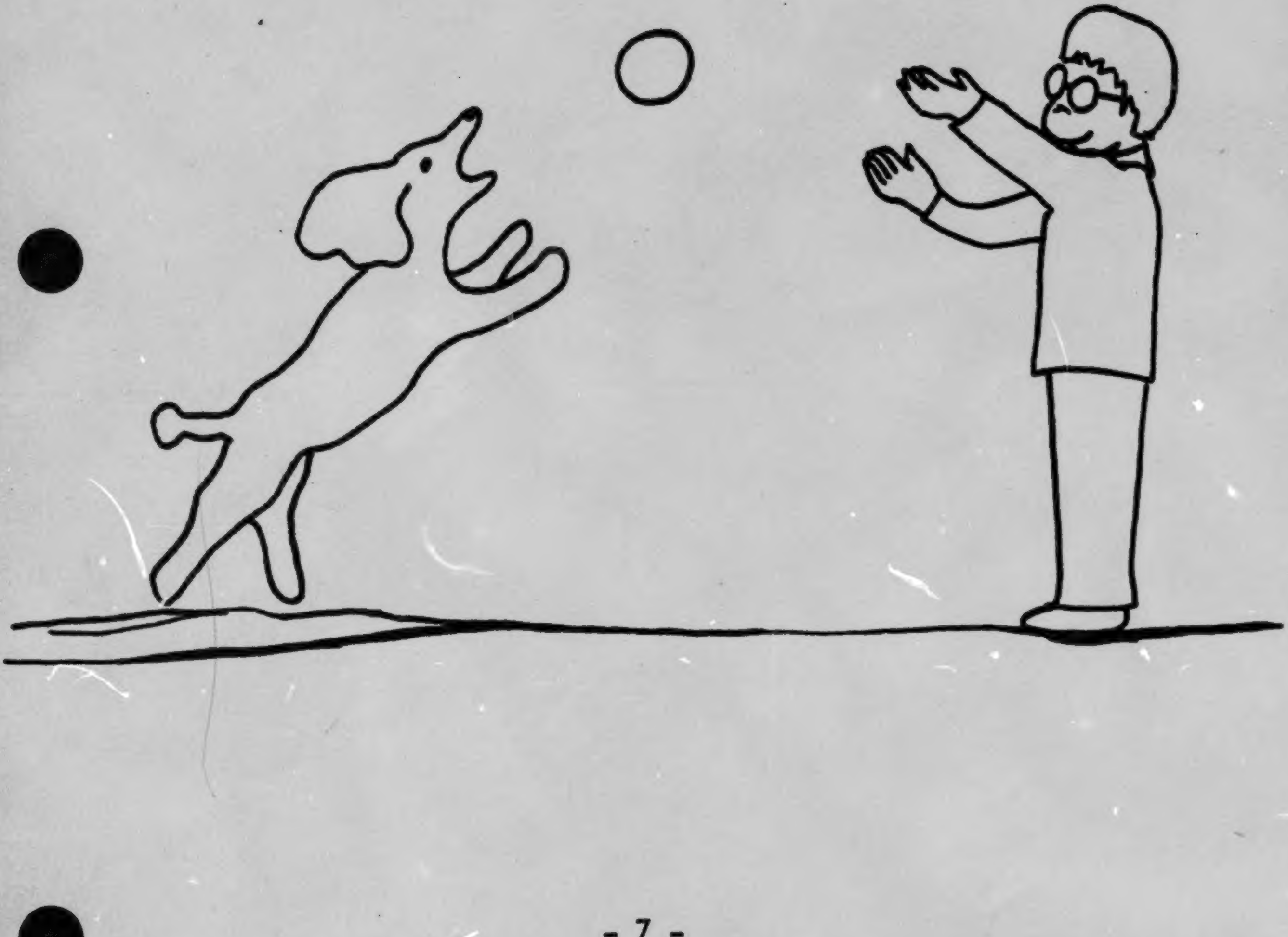
MEI LING USES A WHEELCHAIR.

SHE CAN'T WALK BUT SHE CAN DO MANY THINGS LIKE YOU.

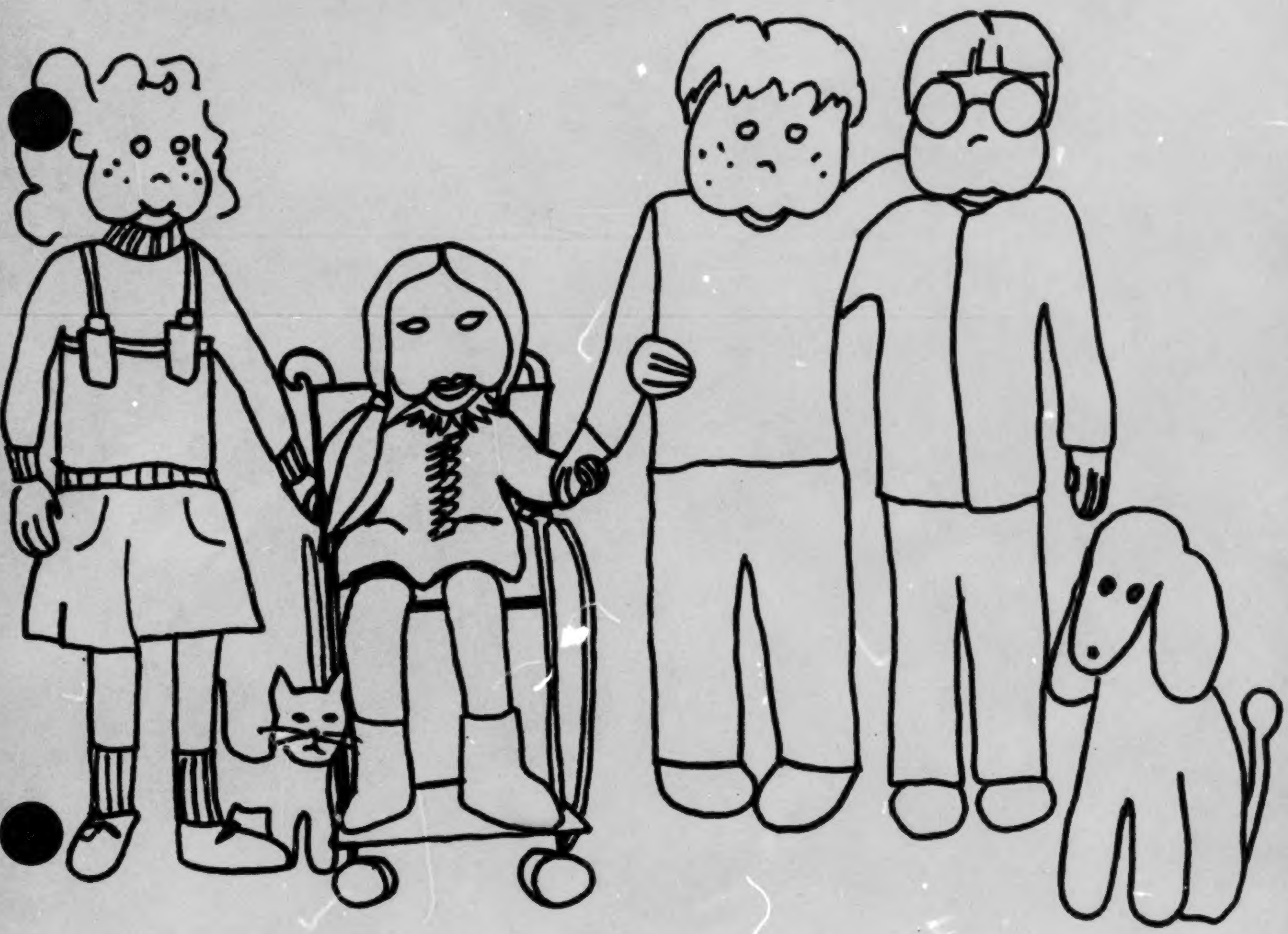
SHE CAN READ A BOOK, COLOR A PICTURE, AND ROLL HER WHEELCHAIR NEXT TO HER FRIENDS WHEN SHE PLAYS.

MAKE A PICTURE OF MEI LING PLAYING WITH HER FRIENDS.

THIS IS PEPE.
PEPE LIKES TO PLAY WITH WALDO.
PEPE THROWS THE BALL.
WALDO CATCHES THE BALL.
PEPE IS BLIND.
HE CAN'T SEE.
COLOR PEPE AND WALDO.



PEPE CAN'T SEE FATHER'S RED CAR.
PEPE CAN'T SEE THE BLUE SKY.
PEPE CAN'T SEE HIS TEACHER'S FACE.
DRAW A PICTURE OF WHAT YOU SEE NOW.



LESTER, MEI LING, PEPE, AND BRIDGET ARE FRIENDS.
EVERYONE NEEDS FRIENDS.

ABOUT THE STAFF

STAFF:

Director	Donald Martin
Coordinator	Sherry Smith
Assistant Coordinator	Alan Balter
Medical Consultant	LaVerne Galzin
Media Consultant	Cynthia Foulkes
Curriculum Coordinator	Karen Harper
Curriculum Advisor	Kathleen Delaney
Curriculum Advisor	Robert Honkisz
Graphic Artist	Karen Madden
Evaluation Consultant	A. Edward Ahr

Donald Martin, Project Director, holds B.A. and M.A.T. degrees from Harding College in Arkansas. He has worked as Assistant Principal at the Junior High School level, Director of a Demonstration Center for Gifted Children, and as Director of Federal Programs. As Program Director for Project C.H.A.N.G.E., he is responsible for the overall administration of the project.

Sherry Smith, Project Coordinator, has the B.A. from College of St. Francis in Illinois and M.S. from Chicago State University. Her previous experience includes classroom teaching and speech pathology at the elementary level. As Coordinator of Project C.H.A.N.G.E., she is responsible for the day-to-day operation of the program including grant writing, curriculum planning, and design of assessment instruments.

Alan Balter, Assistant Project Coordinator, has B.S., M.S., and Ph.D. degrees from the University of Illinois. He has worked as a teacher of retarded children, researcher, and university professor. As Assistant Coordinator, he helps with the daily functioning of the program and project dissemination.

LaVerne Galzin, Medical Consultant for the project, is a registered nurse who also holds the B.S. degree. She has wide experience working as a hospital nurse, public health nurse as well as a school nurse. In her role as Medical Consultant she explains nursing and medical information and strategies to program staff and is the program laisson to the medical profession.

Cynthia Foulkes, Media Consultant for the project, holds the B.S. in Education from Illinois State University and the M.S. in Education from Chicago State University. Her experience includes working as a School District Librarian and Director of a Learning Resource Center. She is responsible for ordering and processing all program materials as well as assisting program staff plan and execute audio-visual presentations.

Karen Harper, Curriculum Coordinator has the M.A. degree in Learning Disabilities and has many years of teaching experience in special education. She has developed the Kindergarten and Primary grades curriculum and supervised curriculum development at other levels.

Kathleen Delaney, Curriculum Advisor, has a B.A. degree from St. Xavier College in Illinois. She has worked as a teacher's aide in Project Head Start and as a teacher in the elementary grades. Her major responsibilities have been writing the project curriculum and lesson plans for grades 4-6.

Robert Honkisz, Curriculum Advisor, has the B.S. degree from the University of Illinois. He has worked as a physical education teacher in the elementary grades. His primary responsibilities have been writing project curriculum and lesson plans for grades 7-8.

Karen Madden, Graphic Artist, holds the B.S. degree from Northern Illinois University and the M.S. from Illinois Institute of Technology. She works as an Art Teacher for children between Kindergarten and 8th grade. Her major responsibility for the project involves producing original artwork for program materials.

A.Edward Ahr, Evaluation Consultant, has the B.S. and M.S. degrees from the University of New Mexico and the Ed.D. degree from Loyola University in Chicago. His work experience includes classroom teaching, school psychology, school administration and university teaching. His project responsibilities involve designing assessment techniques, statistical analysis of data and program evaluation.

RIDGELAND PUBLIC SCHOOLS
DISTRICT 122
TITLE IV C - ESEA
PROJECT: C.H.A.N.G.E.

CONCEPTS OF HANDICAPS AND ATTITUDES NEED GUIDANCE AND EDUCATION

PRIMARY CURRICULUM

CURRICULUM COORDINATOR: KAREN HARPER

SUPERINTENDENT: ROBERT L. OLCESE, Ph.D.

DIRECTOR: DONALD W. MARTIN COORDINATOR: M. SHERRY SMITH

© 1974 BY MARY S. SMITH

CONTENTS

INTRODUCTION

OVERVIEW OF PRIMARY PROGRAM

KINDERGARTEN PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

FIRST GRADE PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

SECOND GRADE PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

THIRD GRADE PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

INTRODUCTION

The philosophy of Project C.H.A.N.G.E. (Concept of Handicaps and Attitudes Need Guidance and Education) is handicapped people have the right to be accepted as worthwhile individuals by their non-handicapped peers. Today, non-handicapped individuals are having increasing contact with handicapped individuals. Public Law 94-142 (The Education For All Handicapped Children Act) has added momentum to the growing rights movement of disability groups. However, Increased rights for the handicapped population do not mean increased acceptance.

If handicapped individuals are to be successfully integrated into our schools, community, and society they must first be viewed and accepted as worthwhile individuals with the same feelings and needs as non-handicapped individuals. They must be viewed as being capable of sharing with non-handicapped individuals those experiences which constitute life.

Negative reactions towards people we perceive as different from ourselves are a common experience. We feel anxiety, fear, discomfort, or even hostility. Myths and stereotypes concerning these individuals are often incorporated into our value system. However, people do have the ability to change.

Attitudes are influenced by a variety of situational contacts with our family and society. Thus, it is possible for our attitudes to change or modify as a result of our experiences. The goal of Project C.H.A.N.G.E. is to influence and change those holding negative attitudes toward handicapped individuals. This is done by giving children a chance to acquire knowledge about handicapped individuals and their handicapping conditions. Knowledge will help to alleviate the common feelings of anxiety, fear, discomfort or hostility which non-handicapped individuals often experience when encountering a handicapped individual. Opportunity is provided for positive experiences with handicapped people which initiate the giant step towards positive attitudes.

Program teachers are an extremely important factor. They influence and foster knowledge and the attitude of acceptance in their students. They encourage their students to honestly examine and express their positive and negative feelings by creating an accepting atmosphere which develops student support. The expression and examination of positive and negative feelings by the student and the teacher is extremely important. The goal of the program is not to teach children to say "nice" things about handicapped people but to help them develop genuine feelings of acceptance for the disabled. Project C.H.A.N.G.E. deems it necessary to deal with positive and negative feelings as an initial step in successful program implementation and promotion of the ultimate goal - acceptance of the handicapped.

OVERVIEW OF THE PRIMARY PROGRAM

FORMAT OF THE TEACHERS MANUAL

Each level of the primary program is divided into seven curricular units. The units are Normal Health, Senses, Acceptance of Individual Differences, Disability: Blindness, Disability: Deafness, Disability: Physical Handicaps and Acceptance of Handicapped People.

A sequential development of knowledge is built from kindergarten through third grade for each unit. For convenience, the Manual is divided by grade levels. Teachers should view the complete curriculum but will need only their grade level for instructional purposes.

Each unit at a specific grade level includes:

1. Introduction, objectives and concepts.
2. Activities

and a 3. Bibliography.

The Introduction provides the rationale and basic background information for the unit. The behavioral objectives state the desired student response/outcome for unit completion. The sequential development of knowledge can be observed by examining objectives for all grades. Basic concepts are provided to further clarify each objective.

The Activities section is composed of a series of lesson plans. Each lesson plan includes:

1. Objectives - what the student should be able to do when the activity is completed
2. Materials - what is necessary to teach this lesson

and a 3. Procedure - specific suggestions on how to conduct the class activity or utilize films, filmstrips, and books.

The Bibliography contains a brief synopsis of films, filmstrips, and books which are approrpiate for the unit.

SEQUENCE OF UNITS

Units are arranged in a predesignated order which best accomplishes the over-all goal of the program. The units on Normal Health and Senses are included first to provide the students with a background for better understanding handicapping conditions. Similarly, the unit on Acceptance of Individual Differences precedes the study of specific disabilities based on the premise that in order to accept other people must first accept themselves.

Three specific disabilities are studied in the primary curriculum: Blindness, Deafness, and Physical Handicaps. These topics were chosen as they are the three most observable handicapping conditions for children to understand. Thus, they constitute the initial experience for acceptance of handicaps. Blindness is the first unit due to its concrete observableness and simulation ability (closing one's eyes) which formulates understanding in the child. The sequence of units on Deafness and Physical Handicaps was determined on the basis of exposure, the concrete sense loss involved in the disability, and exposure rates of non-handicapped children to these disabilities in a public school system. The concluding unit Acceptance of Handicaps is the very essence of the program. This is what it's all about - acceptance of handicapped people.

For implementation of an effective and successful program, units should be taught in the order which they appear in the Manual.

TEACHING THE CURRICULUM

The program was designed for teachers to complete one activity per week with the students. Each unit covers a time span of three to five weeks. The teacher may choose a lesson plan described in the Activity section of the Manual or use/develop other materials and activities which are appropriate. The choice of materials and activities should be based on the objectives of the unit for each grade level and the individual needs of the class. Teachers should know the sequential development of the objectives at all grade levels when choosing Activities for a specific unit. In this way, a cohesive program is presented to the student.

The lesson plans include various types of activities. Among these are:

1. Simulation Activities - During these activities, the students experience what it's actually like to be handicapped by using a method to simulate a handicapping condition. This might be achieved by activities such as trying to pour water into a cup or find the classroom door while blindfolded.

   These activities help the students to understand the problems a handicapped person encounters in daily living. They also establish a basis for acceptance by fostering the development of empathy for the disabled person. All students should have an opportunity to participate in simulation experiences. They should be encouraged to think about and describe how it feels to be handicapped.

2. Filmstrips, movies, and books - Lesson plans using films, filmstrips, and books are included. These materials help the students to better understand handicapping conditions. They should be used with the specific objective at the grade level. After viewing the material, discussions should help students to achieve the objectives. The lesson plans contain specific directions for use of audio-visual material. These materials are one method for developing empathy.

3. Class discussion - Students should be encouraged to ask questions and talk about their feelings. It is important to accept all feelings - even negative ones. Rather than judge students' feelings, the teachers should help the students to discover why they have a particular feeling.

4. Guest Speakers - Probably the most important and enjoyable activity of the program is providing an opportunity for students to interact with handicapped people. This experience allows the student to perceive the handicapped person as an individual with feelings, needs, talents, and problems similar to themselves.

   An especially exciting speaker to invite is a person who is blind and uses a guide dog. Speakers may be found by asking friends, or contacting local agencies such as: The Association for the Blind; Division of Vocational Rehabilitation; Easter Seal Society; United Cerebral Palsy; local hospitals, etc. Speaker discussion topics must be correlated with the objectives at each grade level. Personally meeting someone with a disability in a positive atmosphere is an important experience in developing acceptance and empathy towards handicapped people as worthwhile individuals.

PROGRAM IMPLEMENTATION

LEARNING CENTER INSTRUCTIONS

The material for all Activities at each level are housed in the Learning Center. Materials are stored in appropriately marked unit boxes according to grade levels. All materials which are necessary for the unit can be found in this box.

The teacher checks the unit material box out of the learning center by signing the sign out card located on the top of the unit box.

After each lesson the teacher should place the materials used back in the unit box. The unit material box should then be returned to the learning center so it is accessible to other teachers at this level.

USE OF THE TEACHERS MANUAL

As previously explained in the Overview, one lesson per week (of your choice) from the Activities section is to completed with the students. The unit material boxes contain all the necessary articles for the lesson plan.

Starting with the first unit at your level, select one activity. After teaching the activity turn to the Lesson Plan Checklist located at the end of the unit and write the title of the activity on the line next to the appropriate week. Rate the Activity using the code on the Lesson Plan Checklist.

At the conclusion of each unit select one Activity which has been taught and evaluate this lesson on the Unit Evaluation Form (which follows the Lesson Plan Checklist). A Unit Evaluation Form must be completed for each unit.

CALL IN SCHEDULE

The "Call In" schedule provides the dates when Teacher Manuals are turned into the school office. At this time, the Lesson Plan Checklist and Unit Evaluation Forms are reviewed and initialed by the Principal. Teachers Manuals are then returned promptly to the teachers for continued program implementation.

SPEAKERS LIST

A minimum of one guest speaker per grade level will be arranged by the Principal or a designee. After Speakers have been scheduled teachers will be notified of the date, time and location of the speaking engagement. Whenever possible, teachers will be allowed to sign up for the time of their choice.

Teachers will be notified of speaker cancellations as soon as possible.

ASSESSMENT INSTRUMENTS

A Skill Attainment Checklist has been designed for each level of the program. These instruments are designed to measure the students achievement in terms of grade level objectives and concepts.

Student instruments are given pre and post the intervening program. Both experimental and control students participate in the assessment instruments to determine the statistical level of significance the project has achieved.

Complete instructions for the instruments are packaged with the assessment materials.

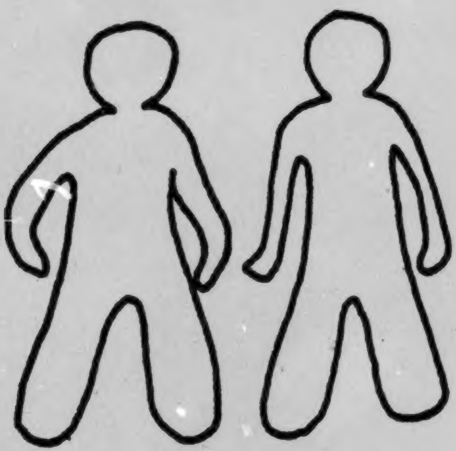
READABILITY STUDY

Nancy Updegraff
Reading Consultant

In each of the work sheets the readability level varies from two years below the grade for which the sheet was designed, to a half year above the grade listed on the top of the sheet. Therefore, the majority of the students (with some assistance on terms) should be able to read the worksheets.

Much of the terminology is complicated and difficult to pronounce. It is not important for students to correctly pronounce terms in order to identify them or to read the material around them. If a term seems bothersome tell the student to call it blank or blank and match or read as needed. For word puzzles the student should be able to locate the word or tell it is on a cross word puzzle by process of elimination even though they may not be able to correctly pronounce it. Worksheets can be done orally, in a group or in partners.

NORMAL HEALTH



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: NORMAL HEALTH

The first unit focuses on "normal health". It is included to help students to understand basic health principles and to motivate them to develop good health habits. The emphasis of the entire program is on developing an understanding of handicapping conditions in order to foster greater empathy for and acceptance of handicapped individuals as worthwhile people with the same feelings and basic needs as non-handicapped individuals. This first unit introduces the area of "normal health" so that students will have a better background for understanding handicapping conditions.

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVES	CONCEPTS
Kindergarten and First Grade:	The students are aware of general health rules.	Cleanliness improves physical appearance and can help prevent disease. Getting enough sleep promotes good health. Daily dental care and regular dental check-ups are important to maintain healthy teeth.
Second Grade:	The students understand the body's need for three well-planned meals a day. The students can identify a balanced meal.	The body needs three well balanced meals a day with a variety of foods chosen from the basic food groups.
Third Grade:	The students can identify basic safety rules.	Practice fire prevention at all times. Certain physical factors coupled with carelessness can be responsible for accidents at home and while playing.

PROJECT: C.H.A.N.G.E.
INTRODUCTION: NORMAL HEALTH

GRADE	OBJECTIVES	CONCEPTS
Third Grade:	The students can identify basic safety rules.	Practice safety rules in and around water. Cross streets at the corner an look both ways before crossing

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Classifying Food.

OBJECTIVE:

The students can identify what is needed for balanced meals.

MATERIALS:

Art paper, pictures from magazines, newspapers, etc. crayons.

PROCEDURE:

Have the students cut out or draw pictures of a variety of food. Then have them arrange them under appropriate titles such as:

Good Breakfast Foods
A Good Dinner
Foods in the Cereal Group, etc.

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

What Should I Eat?

OBJECTIVE:

The students can identify what is needed for a balanced meal.

MATERIALS:

Paper plates, crayons.

PROCEDURE:

Give each student a paper plate. On the paper plate, have the students draw the foods that would make a balanced meal (breakfast, lunch or dinner).

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

What Did I Eat?

OBJECTIVE:

The students are aware of what they eat and can evaluate their diet.

MATERIALS:

Paper, pencil

PROCEDURE:

Have each student keep a list of all the food eaten for a specific amount of time. Discuss the lists in terms of what foods were eaten each day from the different food groups.

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Book: What Happens To A Hamburger

OBJECTIVE:

The student understands how food is used by the body to keep it strong and healthy.

MATERIALS:

What Happens To A Hamburger (Showers, Paul; Thomas Y. Crowell Co. New York, 1970)

PROCEDURE:

Introduce the book by asking the children why we need to eat. After reading the book review, the concept that food is used to make muscles stronger, bones and teeth harder, provide energy, etc.

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
NORMAL HEALTH

Activity:

Food: Your Choice - A Nutrition Learning System

Objective:

The students understand the body's need for three balanced meals a day.

Materials:

Food: Your Choice, Level 1 - A Nutrition Learning System, National Dairy Council, 1977

Procedure:

This kit introduces the following basic nutrition concepts:

Why do I eat?
What do I eat?
Where does my food come from?
When and how much do I eat?

The kit includes:

1. A teacher's manual which gives suggestions for many activities
2. Student activity worksheets which can be duplicated
3. Posters and pictures of food

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Filmstrip: Foods To Grow By.

OBJECTIVE:

The students understand our bodies need certain kinds of food in order to function and grow.

MATERIALS:

Filmstrip: Foods To Grow By, from the series Feeling Fine (January Productions).

PROCEDURE:

After viewing the filmstrip, discuss the following questions:

1. What kinds of foods does Sam eat?
   Why aren't these foods good for you?
2. Why is it important to have a good breakfast?
3. Why is it important to drink lots of water?
4. Why are vegetables good for you?
5. What does protein do?
6. Why do we need vitamins?
7. Name some carbohydrates.
8. Why does Manuela drink milk?

Additional activities can include listing foods that are proteins, vegetables, or fruits, either together as a class activity or as an individual student activity. Given a list of foods, the students could classify each one or pictures of food could be grouped.

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Filmstrip: Chef Ahmalett's Health Diet.

OBJECTIVE:

The students understand the body needs three well-balanced meals a day with a selection of foods from the basic four groups.

MATERIALS:

Filmstrip: Chef Ahmalett's Health Diet, from the series The Healthy Way In Wonderland (Walt Disney Educational Media Company).

PROCEDURE:

Class discussion should center on the fact that good nutrition is based on a variety of foods from the basic four food groups eaten in three meals a day. Students can individually, or as a class, classify various foods as being meat, fish and eggs, milk and dairy products, vegetables and fruits or cereal and bread.

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Filmstrip: Food and Growth

OBJECTIVE:

The students understand food is necessary to meet the energy and growth needs of the body. The students understand our bodies need a variety of foods in order to function and grow.

MATERIALS:

Filmstrip Food and Growth from the series Health Adventures of the Lollipop Dragon (SVE)

PROCEDURE:

After viewing the filmstrip, the class discussion can center on the importance of eating the right kinds of food. The children can list the various kinds of food which can be purchased and then the class can judge them in terms of nutritional value. A discussion of good snack foods would also be appropriate at this time.

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
NORMAL HEALTH

BIBLIOGRAPHY

"Chef Ahmalette's Health Diet". Healthy Way in Wonderland. Walt Disney Educational Media Co., 1974.

"Food and Growth". Health Adventures of the Lollipop Dragon. Society for Visual Education, 1977.

"Foods to Grow By". Feeling Fine. January Productions, 1975.

Food...Your Choice: A Nutrition Learning System. National Dairy Council, 1978.

Showers, Paul. What Happens to a Hamburger? New York: Crowell, 1970.

SENSES

PRIMARY LEVEL

PROJECT C.K.A.N.G.E.
PRIMARY CURRICULUM
INTRODUCTION: SENSES

A study of the five senses is included in the curriculum prior to the study of handicapping conditions. In order to be fully aware of what it means to be blind, deaf, or physically handicapped, one must first be aware of and appreciate what it means to have sight, hearing and the complete use of one's limbs. In order to develop this awareness a study of the five senses in included. The senses are the means by which one can tell what is happening in the environment. The sense organs report to the body the conditions and changes that are happening outside and inside the body and the motion and position of the body. Each of the sense organs is sensitive to only certain kinds of stimulation and acts independently of other sense organs. Through experience and learning, the body is able to react to the stimulus it receives from the sense organs with appropriate behavior.

The objectives and basic concepts to be taught in the primary grades for this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten:	The students can identify the following body parts; eyes, ears, nose, tongue, ankle, finger, arm, leg, hand, neck, teeth, wrist, thumb, elbow, toe, lips, heel, knee, chest and shoulders.	Parts of the body have specific names.
First Grade:	The students can identify the part of the body used for a specific sense.	Specific parts of the body are used for specific senses; eyes for sight, ears for hearing, tongue for taste, nose for smell, and fingers and skin for touch.
Second Grade:	The students can identify which sense is used to perceive a specific stimulation i.e. touch, hot stove; smell, skunk.	Stimuli is perceived by a specific sense.
Third Grade:	The students can identify all five senses.	The five senses are: sight, taste, smell, touch, and hearing.

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
SENSES

Activity:

Filmstrip Set: Your Senses And How They Help You

Objective:

The students can identify which sense is used to perceive a specific stimulation

Materials:

Filmstrip Set: Your Senses And How They Help You (National Geographic Society)

Procedure:

After viewing the filmstrip, review with the students the purpose of the senses (to learn about the world around you and protect you). Also, have them identify which sense you use to identify various objects or characteristics (size of something, shape, movement, hot, cold, etc.)

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
SENSES

Activity:

Learning Through the Senses

Objective:

The students can identify which sense is used to perceive a specific stimulation

Materials:

None

Procedure:

Take a nature walk outdoors. After returning, make a record of what was observed using the various senses. Or ask the students to recall the preceding recess and make a class list of what was perceived by the various senses.

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
SENSES

Activity:

Sense Collage

Objective:

The students can identify which sense is used to perceive a specific stimulation.

Materials:

Catalogs, magazines, newspapers, art paper

Procedure:

Have the students cut out pictures (or draw pictures) and use them to make a collage of things that can be seen, heard, felt, smelled, or tasted.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
SENSES

Activity:

Sense Picture

Objective:

The students can identify which sense is used to perceive a specific stimulation.

Materials:

Art paper and crayons

Procedure:

Have the students illustrate various places which would stimulate the senses:

- Loud,noisy place
- still, quiet place
- bright, sunny place
- dark place
- place with good smells
- hot place
- cold place
- place with lots of good tastes

The students can be divided so that pictures including all five senses are made.

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
SENSES

BIBLIOGRAPHY

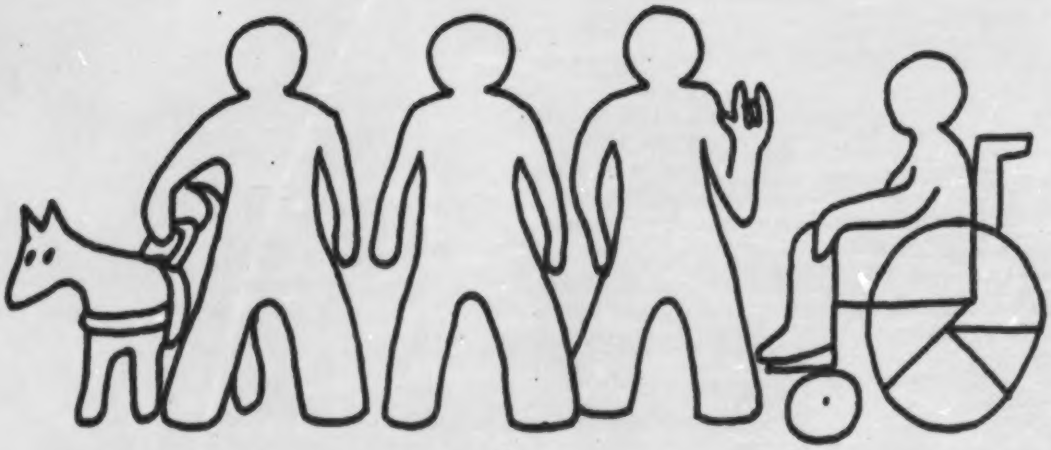
"Your Senses and How They Help You."
National Geographic Society, 1977.

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
SENSES

BIBLIOGRAPHY

"Your Senses and How They Help You". National Geographic Society, 1977.

ACCEPTANCE OF INDIVIDUAL DIFFERENCES



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.

INTRODUCTION: ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Before focusing directly on various handicapping conditions a unit stressing and exploring the uniqueness of each individual is included. The inclusion of this unit is based on the premise that one must accept oneself before one can accept others. In this unit the students are guided in developing a sense of themselves as unique and worthwhile individuals with strengths and weaknesses leading to the capacity to view others as worthwhile individuals with strengths and weaknesses.

Included in this unit is an exploration of the area of feelings. Basic feelings are identified and the way in which they may be expressed and explored. Through an exploration of feelings and their causal effect on behavior, the students should be better able to understand individual's, societies, and their own reactions to handicapped individuals.

When teaching this unit, it is important to develop an atmosphere that encourages students to talk freely. It is important that the teacher accept all feelings. All feelings are acceptable - it is the way in which they are expressed that may be inappropriate.

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kgn.	The students can identify ways in which people are alike.	People are alike in many ways (physically, mentally, socially, and emotionally).
	The students can identify ways in which people are different.	People differ in many ways, (physically, mentally, socially, and emotionally.)
First Grade	The students can identify basic feelings and needs in themselves and others.	Everyone experiences certain basic feelings (anger, happiness, loneliness, etc.) and has certain basic needs (physical, social, & emotional

PROJECT: C.H.A.N.G.E.

INTRODUCTION: ACCEPTANCE OF INDIVIDUAL DIFFERENCES

GRADE	OBJECTIVE	CONCEPT
Second Grade	The students understand people have individual interests, talents, and abilities that make them unique.	In relation to others everyone is different in their feelings and abilities and yet share something with everyone.
	The students can identify strengths and weaknesses in themselves.	Everyone has relative strength and weaknesses.
	The students can express feelings about people who are different from themselves.	Everyone has feelings about people who are different from themselves. These feelings may be positive or negative.
Third Grade	The students understand everyone has different ways of expressing their feelings and needs.	Feelings and needs cause people to act in certain ways. There are several ways to express a particular feeling (anger, etc.) Different people express their feelings in different ways.
	The students can explain how understanding people who are different from themselves would help them to accept others.	Knowledge can remove fear.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Book: The Sneely-Mouthed Snerds and the Wonderoctopus

Objective:

The students can express feelings about people who are different from him or her

Materials:

The Sneely-Mouthed Snerds and the Wonderoctopus (Grealish, Charles A & Grealish, Mary Jane Von Braunsberg, Human Policy Press, Syracuse N. Y. 1975

Procedure:

After reading the book, a class discussion can be conducted to help the students recognize that everyone has feelings about people who are different from themselves. These feelings may be positive or negative. Questions that can be asked are:

1. Although the Snerds were mostly afraid of the Wonderoctopus, they were also afraid of what else? (Snerds who were different)
2. How did Sneely-Mouthed Snerds feel when they saw a Snerd who was different ? (Scared)
3. How did Snerds act when they were scared ? (mean)
4. What made the Wonderoctopuses grow? (Hate - every time one Snerd picked on another, he grew in size)
5. Why did a bunch of Snerds pick on Willie Two Pole? (He was different - he needed two poles to help him walk because his legs did not work).
6. What kept the Wonderoctopus from catching the bunch of Snerds? (Willie two-poles).

2ND GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

7. What did King Willie Two Pole's laws say about Snerds that were different? (Every Snerd could be as different or as samelike as he or she was).

8. Do people ever act like Snerds? Are people ever afraid of other people who are different? Do they ever laugh at people who are different or who use crutches like Willie Two Poles? What are some of the ways people treat other people who are different? (Elicit responses pointing out both negative and positive responses).

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Strengths and Weaknesses

Objective:

The students can identify strengths and weaknesses in themselves.

Materials:

None

Procedure:

Discuss the concept of strengths and weaknesses. Point out that we all do some things well - these things are our strengths. The things we do not do well are our weaknesses. Have the children complete lists titled "My Strengths and My Weaknesses".

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Self-Improvement

Objective:

The students can identify strengths and weaknesses in themselves

Materials:

Writing paper, pencils

Procedure:

Have the students complete a self-improvement writing assignment. This could even take the form of New Year's Resolutions. In presenting this assignment, discuss the concept that we have some weaknesses we wish we could improve. Have the students think of a weakness they have - low spelling grades, poor at playing baseball, gives up easily, loses temper easily, etc. Then have them write paragraphs completing the sentences, "I want to become better at ________________________" and "The way I can become better at this is ________________________".

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Comparison Of Self and Others

Objective:

The students can see themselves in relation to their classmates as different in their feelings, abilities, and disabilities and yet sharing something with everyone.

Materials:

Paper, pencils

Procedure:

Divide the class into paits. Have each pair work together to make a list of the ways in which they are alike and another list of the ways they are different. These lists can include such items as: Physical characteristics, likes, dislikes, talents, number in the family,pets, etc.

After the lists have been made, have each pair of students tell one way they are alike and one way they are different from each other.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

All About Me Book

Objective:

The students understand people have individual interests, talents, and abilities that make them unique.

Materials:

Worksheets for All About Me Book, and crayons

Procedure:

Have students complete individual pages of the book and fasten together with brads. Compare responses in books. Help students to conclude that while we may be like others in many ways each person is unique as a whole - there is only one me!

This is me.
My name is ______________________.
I am _____ years old.
This book is all about me.

On Saturday I like to...

I hate to eat...

It's hard for me to...

I'm pretty good at...

I don't like to ...

Two

things

I

like

are...

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

This is me doing something
I like to do.
I'm the only me there is.

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Filmstrip: Your Special Place

Objective:

The students understand everyone is unique

Materials:

Filmstrip: Your Special Place from the series Being You (Learning Tree Filmstrips)

Procedure:

After viewing the filmstrip, provide opportunity for the students to explore their uniqueness. Let them compare themselves to someone else or list the things they are good at and those they are not so good at comparing lists to discover their differences.

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Filmstrip: Free to Grow

Objective:

The students can identify strengths and weaknesses in themselves.

The students can express feelings about people who are different from themselves

Materials:

Filmstrip: Free To Grow from the series Health Decisions For Growth (Harcourt Brace Jovanovich Films)

Procedure:

Show the filmstrip giving the students a chance to discuss the questions asked. Afterwards ask each child to tell two or three words or phrases that could be used to describe themselves, (short, tall, fat, thin, glasses, long legs, blond hair, blue eyes, good baseball player, good reader, etc.)

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Filmstrip: The "Hunt" For Special Talents

Objective:

The students are aware that people have individual interests, talents, and abilities that make them unique

Materials:

Filmstrip: The "Hunt" for Special Talents from the series The Me I Can Be (Singer)

Procedure:

After viewing the filmstrip, discuss the following questions:

1. Why were Mark and Ann arguing?
2. What is a Scavenger Hunt?
3. What did the children learn during the Lollipop Dragon Scavenger Hunt?
4. Why was it important for all the children to work together on the Hunt?
5. What is your special interest or ability?
6. How could you have helped in the Scavenger Hunt?
7. Does everyone have some special talent?

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

BIBLIOGRAPHY

"Free to Grow". Health Decisions For Growth. Harcourt, Brace, Jovanovich, 1976.

Grealish, Charles. The Sneely-Mouthed Snerds and the Wonderoctupus. Human Policy Press, 1975.

"The Hunt for Special Talents". Adventures in Self-Awareness - The Me I Can Be. Society for Visual Education, 1976.

"Your Special Place". Being You. Learning Tree Filmstrips, 1975.

BLINDNESS

PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: BLINDNESS

The first disability studied by the students is blindness. Blindness is legally defined as: visual acuity of 20/200 or less in the better eye with proper correction or a limitation in the field of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees. This means that the legally blind person can read at 20 feet what a person with normal vision can read at 200. The majority of legally blind people have som sight. This may be light perception, the ability to see large objects, or in a few cases, the ability to read when the print is held close to the eyes.

The study of blindness at the primary level focuses on three major topics:

1. Definition (blindness is defined as the loss or impairment of sight at this level.)
2. Areas of difficulty or special needs of the blind: mobility (difficulties arise with the encounter of stairs, new surroundings, transportation, traffic, elevators, ramps, escalators, weather, etc.) education (difficulties are due to the inability to read printed material) basic self-reliance skills (eating, family care, personal hygiene, dressing, shopping, food preparation, handling finances and clothes selection) hazards (fire, natural disasters, unexpected obstacles), employment choice, and social and recreational activities.
3. Ways of coping with the disability of blindness (guide dogs, development of all other senses to a higher degree than usual, canes, special watches, braille typewriter, tapes, stylus, modification of home environment, special computerized devices, etc.)

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of blindness.	Blindness means the loss or impairment of sight.
First Grade	The students understand and can state the definition of blindness.	Blindness means the loss or impairment of sight.
Second Grade	The students can identify special problems and needs of blind people.	Blind people have special needs and problems resulting from their handicaps (difficulty crossing streets, eating, etc.)

GRADE	OBJECTIVE	CONCEPT
Third Grade	The students can identify ways of dealing with the problem of being blind.	There are many devices and methods that can be used to cope with the problems resulting from being blind (Braille, mobility dogs, canes, etc.)

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Simulation Experience

Objective:

The students can identify areas of difficulty or special needs of a blind person

Materials:

Blindfolds

Procedure:

Tell the students they are going to learn what it is like to be blind. Then blindfold children and ask them to try to perform simple tasks (tying shoelaces, pouring water into a glass, dialing a toy telephone, eating with a fork, or spoon, finding a specific place in the classroom, etc.) Afterwards, discuss what it felt like to not be able to see and how difficult it was to perform simple tasks which we usually "take for granted". Point out to the students that they can always remove the blindfold while a blind person cannot. Also, help them to understand that they remember what things look like while a person who has been blind from birth has never been able to see and thus has no mental image of what things look like.

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Filmstrip; My New Friend Ken

Materials:

Filmstrip; My New Friend Ken from the series:
My New Friend (Eye-Gate)

Procedure:

After viewing the filmstrip, discuss some of the problems Ken has because he is blind (putting food on tray, finding way around classroom, reading, writing).

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Game: Tell By Touch

Objective:

The students are aware of how it feels to do activities without being able to see

Materials:

Game: Tell By Touch

Procedure:

Have the students play the game individually or in small groups. This is a game in which the student must with his eyes closed place a wooden knob with a specific texture on the end (cork, felt, tin foil, etc.) on it's matching place on a board. This is a commercial game; however, it is possible to make similar games in which the student has to match the same textures on cards, blocks, etc.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: BLINDNESS

ACTIVITY:

How Would You?

OBJECTIVE:

The students can identify some problems of blind people.

MATERIALS:

Student worksheets

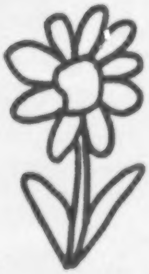
PROCEDURE:

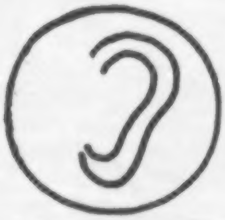
Point to a chair, desk, book, or some object in the room and have the students identify the object. Then ask them how they would know what the object was if they were blind and couldn't see. Repeat the activity asking how they could identify an orange, ice, etc. Then have them complete the worksheet for this lesson.

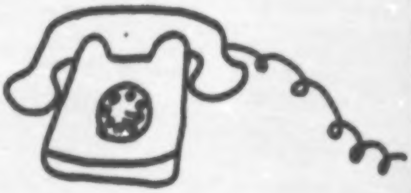
What Is It?

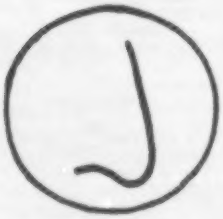
Blind people can not see.
They can hear.
They can smell.
They can feel.
They can taste.

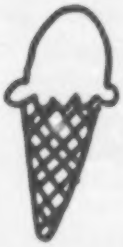
Draw lines to what blind people could use to find out what these are.

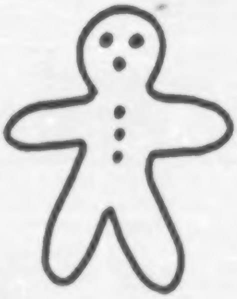


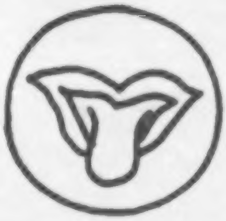


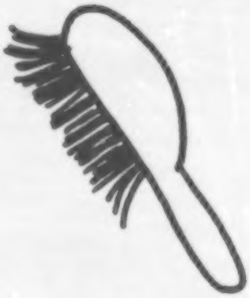


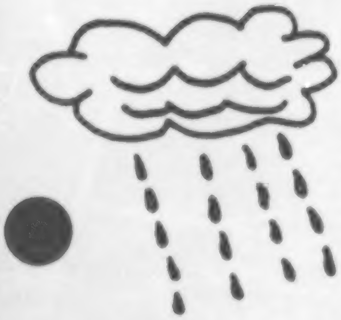


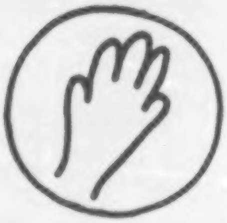












PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: BLINDNESS

Actvity:

Your Eyes Tell You

Objective:

The students can identify special problems of blind people.

Materials:

Worksheets (2)

Procedure:

Ask the children what are some of the things they use their eyes for everyday. What do their eyes tell them? Then, together formulate a list of problems a blind person might encounter because of their blindness. Problems which should be listed and discussed are:

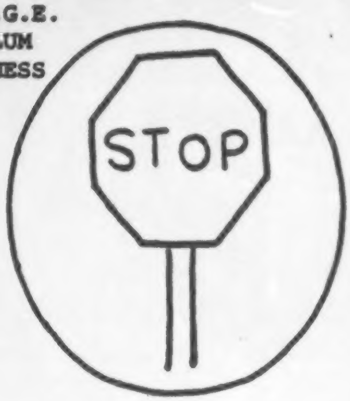
1. Mobility or getting around (difficulties arise with the encounter of stairs, new surroundings, transportation, traffic, elevators, ramps, escalators, weather, etc.).
2. Educational (reading printed material).
3. Self-help skills or taking care of yourself (eating, dressing, bathing, shopping, cooking, money, etc.).
4. Danger (fire, natural disasters, unexpected obstacles, etc.)
5. Social and recreational (games, dancing, etc.).

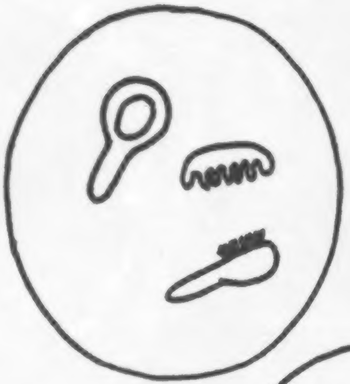
This information could be written in experience story form on a chart, or used to make a bulletin board (each child could be assigned a particular problem to illustrate.

Have the students complete the worksheets.

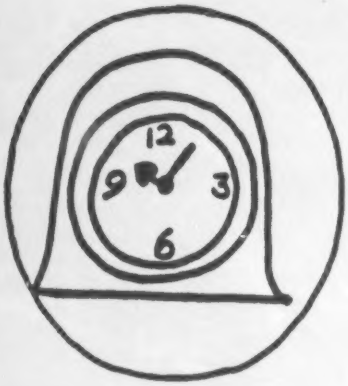
YOUR EYES TELL YOU

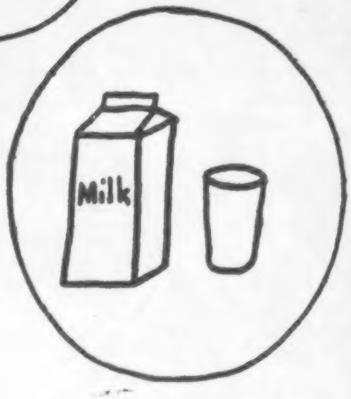
YOUR EYES TELL YOU THINGS.
THEY TELL YOU THE STOPLIGHT IS RED.
THEY TELL YOU WHAT TIME IT IS.
THEY TELL YOU CARS ARE COMING.
THEY TELL YOU WHAT BOOKS SAY.
THEY TELL YOU TO GO UP STEPS.
THEY TELL YOU YOUR HAT IS BLUE.
THEY TELL YOU WHERE THE CAKE IS.
WHEN PEOPLE ARE BLIND THEIR
  EYES CAN NOT TELL THEM THINGS.
MAKE A PICTURE OF SOMETHING YOUR EYES TELL YOU.





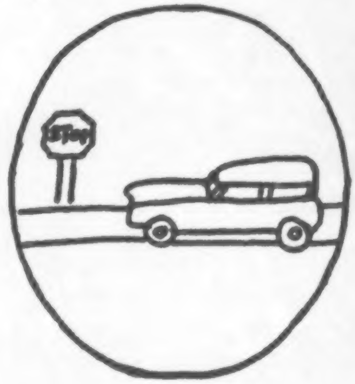
Draw lines



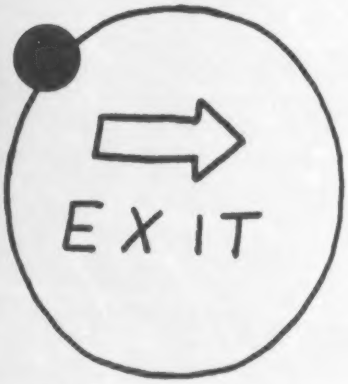


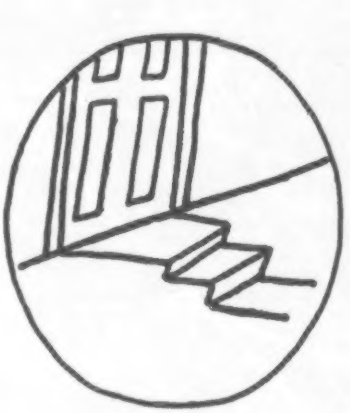
What do your eyes tell you outside?

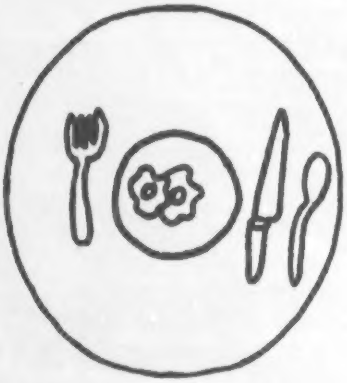
What do your eyes tell you inside?

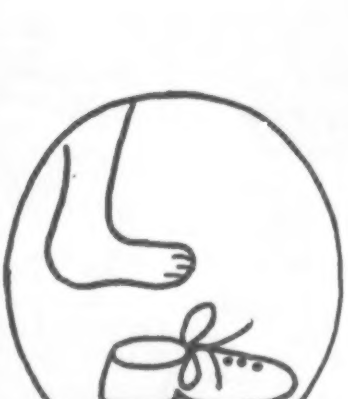


What do your eyes tell you when you eat?









PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Yes or No

Objective:

The students can identify special problems of blind people.

Materials:

Worksheet

Procedure:

Discuss special problems of blind people (mobility, educational, self-help skills, danger, recreational). Have the students complete the worksheet.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: BLINDNESS

YES OR NO

	YES	NO
BLIND PEOPLE CAN EAT HOT DOGS.		
BLIND PEOPLE CAN SEE CARS COMING.		
BLIND PEOPLE CAN SEE T.V.		
BLIND PEOPLE CAN LAUGH AT JOKES.		
BLIND PEOPLE CAN SEE STEPS.		
BLIND PEOPLE SLEEP IN BEDS.		
BLIND PEOPLE SEE FIRES		
BLIND PEOPLE CAN TALK TO YOU		
BLIND PEOPLE CAN BE YOUR FRIEND.		
BLIND PEOPLE CAN WALK TO SCHOOL.		
BLIND PEOPLE CAN SEE WHAT COLOR YOUR HAT IS.		
BLIND PEOPLE CAN SEE PEAS ON THE PLATE.		
BLIND PEOPLE LIKE TO HAVE FUN.		
BLIND PEOPLE CAN SEE STOPLIGHTS.		

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISIBILITY: BLINDNESS

Activity:

Speaker

Objective:

The students can identify special problems and needs of blind people.

Materials:

None

Procedure:

Invite a blind person to visit the classroom so that the students will have a first hand experience with a person who is blind. The speaker might point out some of the problems encountered in daily life.

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
DISABILITY: BLINDNESS

BIBLIOGRAPHY

"My New Friend Ken". Introducing the Special Child. Eyegate Media, 1977.

Tell By Touch. Childcraft, 1977.

DEAFNESS

PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION - DISABILITY: DEAFNESS

People are considered deaf if their hearing is non-functional in understanding even amplified speech. Deafness is the most debilitating disability. It isolates individuals from their fellows making of them creatures alone in our highly dependent society. As an infant, the deaf person was unable to hear the mother's lullabye; as a child the teacher's instructions, and as an adult another's words of love. Silence is all that is heard by the deaf.

At the primary level, three major topics are included in the study of deafness:

1. Definition (a deaf person is one whose sense of hearing is non-functional for the ordinary purposes of life).
2. Areas of difficulty or special needs of the deaf: communication, education, hazards (fire, traffic) social and recreational activities, employment, etc.
3. Ways of coping with the disability of deafness; hearing aids, sign language, (American Sign Language is the typical language deaf people use when coversing among themselves. It has a grammatical structure, like Chinese), finger spelling (the use of a manual alphabet which consists of a single hand configuration for each letter of the English Alphabet to spell words), Manual English (a combination of signs and fingerspelling which adheres closely to grammatical structure), lipreading, special mechanisms attached to telephones and T.V.s and special devices for jobs (computers with print-outs for language, etc.

The objectives and concepts for this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of deafness.	Deafness means the loss or impairment of hearing.
First Grade	The students understand and can state the definition of deafness	Deafness means the loss or impairment of hearing.
Second Grade	The students can identify special problems and needs of deaf people.	Deaf people have special needs and problems resulting from their handicap (communication, etc.)
Third Grade	The students can identify ways of dealing with the problem of being deaf.	There are many devices and methods that can be used to cope with the problems resulting from being deaf (finger spelling, etc.)

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Filmstrip: A Button In Her Ear

Objective:

The students are aware of the communication problems of people who are deaf

Material:

Filmstr[illegible] A Button In Her Ear from the series: Every Kid Is Special (Educational Enrichment Materials)

Procedure:

After viewing the filmstrip discuss Angela's communication problem. A list can be made on the board showing what Angela heard and what was actually said. The children might make up other possible statements. The children should understand how Angela's hearing difficulty made it difficult for her to interact socially.

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Book: Meet Camille & Danille, They're Special Persons

Objective:

The students are familiar with the speech and communication problems of people who are deaf

Materials:

Meet Camille & Danille, They're Special Persons
(Glazzard, Margaret, H & H Enterprises, Inc.
Kansas 1978)

Procedure:

Introduce the book to the children by telling them that the book is about Camille & Danille who are twins and are hearing impaired. It tells about how they are able to go to school in a regular classroom and some of the problems the twins have. Ask the children to hypothesize what problems a hearing impaired child might encounter in their classroom (hearing the teacher's directions, learning to read, etc.) After reading the story review with the children the specific problems the twins had.

Some topics to be included in the discussion might be:

1. Can a hearing aid help the twins to hear as well as other boys and girls? (no)
2. Why is speech-reading difficult to understand? (Some words look alike; it is necessary to be able to see the speaker's lips).

3. Why is it difficult for hearing impaired or deaf people to learn to talk? (They can't hear words).

4. What sense do the twins use a great deal instead of hearing to help them understand what is going on around them? (Sight)

5. How are the twins just like other boys and girls. (They like to play and laugh; they can learn).

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Can Do and Can't Do

Objective:

The students can identify areas of difficulty or special needs of a deaf person

Materials:

None

Procedure:

Have the students make a list of things that people who are deaf can do (write, read, play ball, etc.) Then have them make a list of sounds that people who are deaf can't hear (recess bell, telephone, doorbell, singing, etc.)

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

Pantomine

OBJECTIVE:

The students can identify special problems and needs of deaf people.

MATERIALS:

None

PROCEDURE:

To develop an understanding of the difficulty of communicating without spoken words, have the students try pantomining. Write sentences on cards and have the students take turns acting them out. The class can also be divided into teams and a contest made of this activity. Possible sentences or actions for pantomining are:

1. Come here.
2. I'm cold.
3. Do you want to eat?
4. I want to play ball with you.
5. I don't want to eat.
6. Do you want a drink?
7. Give me that book.
8. I need a pencil and some paper.
9. Pick up the pencil.
10. It's 12:00.
11. Sit down.
12. Brushing teeth.
13. Drinking
14. Eating
15. Putting on a coat.
16. Telephoning
17. Jumping rope
18. Throwing a ball.
19. Writing

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

It's A Problem

Objective:

The students can identify special problems of deaf people.

Materials:

Art paper and crayons

Procedure:

Ask the students what problems they can think of that deaf people might have. Make a list of these. It should include:

1. Communication - understanding what people are trying to tell you.
2. Learning to talk (we learn to speak by imitating words- if we can't hear we don't learn to talk and it is very difficult to learn to do so).
3. Educational - understanding what the teacher is saying.
4. Safety - fire alarms, cars honking, cars approaching, etc.)
5. Social and recreational - (games, parties, etc.)

After the discussion have the students choose and illustrate a particular problem.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Help George Find His Dog

Objective:

The students can identify special problems of deaf people.

Materials:

Worksheet

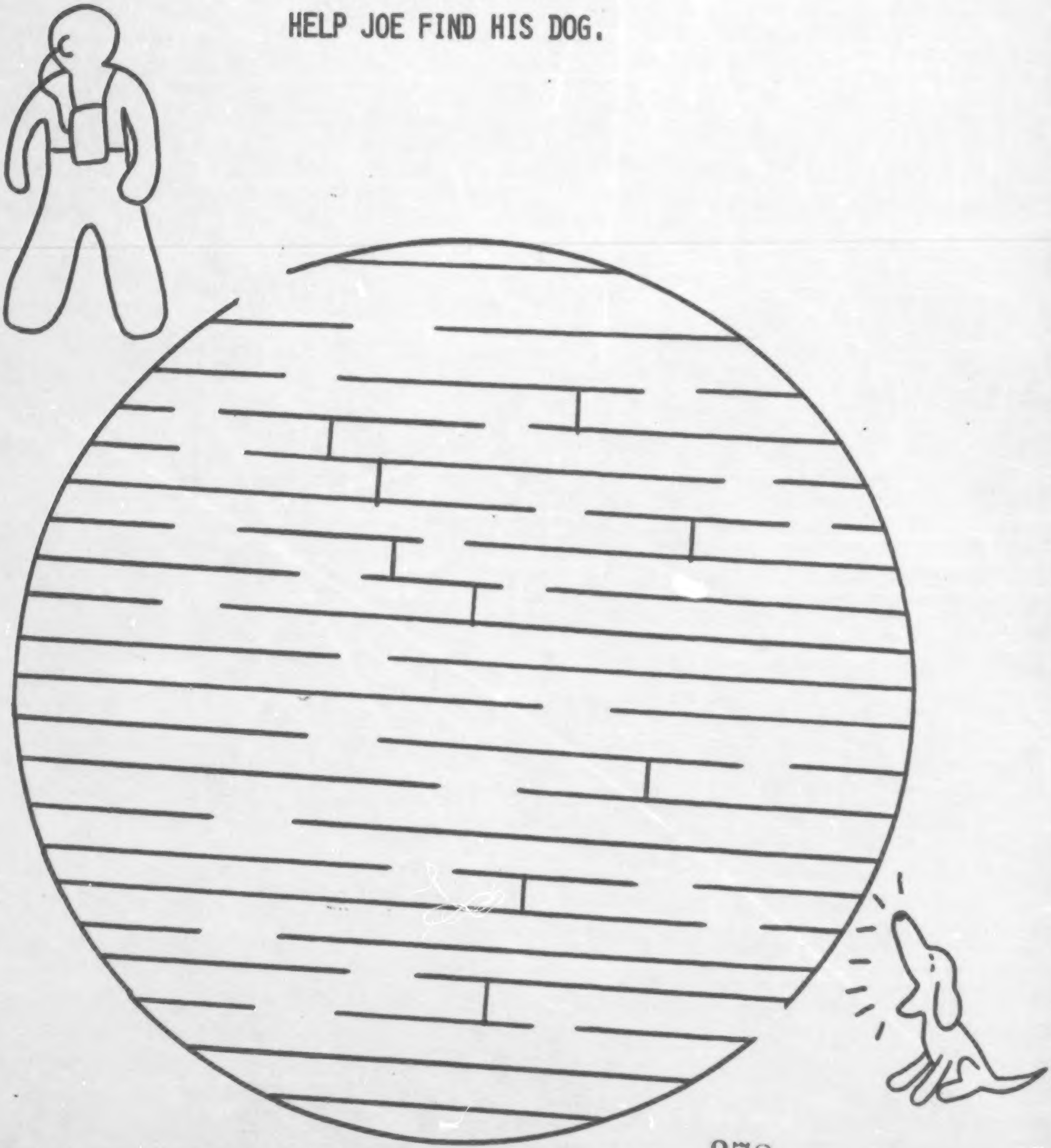
Procedure:

Have the students identify some problems deaf people might have (communication - understanding what people are trying to say to you, learning to talk, educational, safety-fire alarms, cars honking, etc., and social and recreational-games, parties, etc.).

Then have the students complete the worksheet.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: DEAFNESS

JOE'S DOG IS BARKING.
JOE IS DEAF.
JOE CAN NOT HEAR HIS DOG.
HELP JOE FIND HIS DOG.



PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Deaf or Blind

Objective:

The students can identify special problems of deaf people.

Materials:

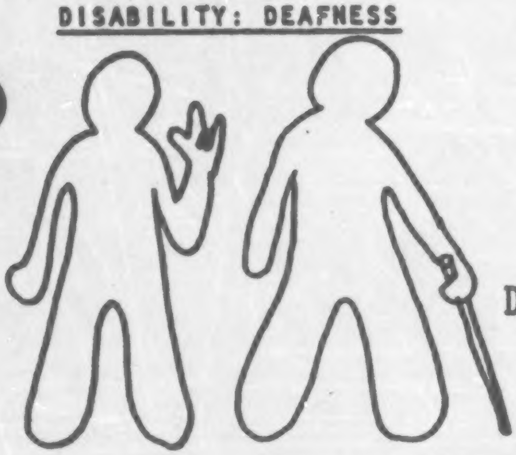
Worksheet

Procedure:

Discuss problems of the deaf with the students (communication, learning to talk, educational, safety, social and recreational).

Have the students complete the worksheet.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: DEAFNESS



DEAF OR BLIND

MARK WHAT BLIND PEOPLE CAN'T DO _B_.

MARK WHAT DEAF PEOPLE CAN'T DO _D_.

SEE A DOG ____
HEAR A DOG ____
HEAR A TRAIN ____
SEE A CAR ____
EAT CAKE ____
READ YOUR BOOK ____
TALK TO YOU ON THE TELEPHONE ____
HEAR YOU SING ____
SEE THE STEPS ____
PLAY "HIDE AND SEEK" ____
PLAY "IT" ____
HEAR MOTHER CALL ____

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Speaker

Objective:

The students can identify special problems and needs of blind people.

Materials:

None

Procedure:

Invite a deaf person to visit the classroom so that the students will have a first hand experience with a deaf person. If the person is unable to talk someone else could tell about the deaf person's background. Emphasis should be placed on special problems the deaf person has.

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Filmstrip: I Am Deaf

Objective:

The students become aware of the speech and communication problems of people who are deaf

Materials:

Filmstrip: I Am Deaf from the series: Why Am I Different (Barr filmstrips)

Procedure:

Ask the children to watch for what kinds of problems deaf people have. After viewing the filmstrip, review and discuss the following concepts:

1. Discuss some of the special problems deaf people have (learning to talk, understanding what people are saying to them, learning sign language, finding a job, etc.)
2. Discuss why deaf people have trouble learning to talk and how they do learn to speak.
3. Ask the children how they would communicate with a deaf person.
4. Have the children discuss why a deaf person might feel lonely.

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
DISABILITY: DEAFNESS

BIBLIOGRAPHY

"I Am Deaf". *Why Am I Different?* Barr Films, 1978.

Glazzard, Margaret. *Meet Camille and Danille: They're Special People.* H and H Enterprises, 1978.

Litchfield, Ada. *A Button in Her Ear.* New York: Whitman Pub., 1976.

PHYSICAL HANDICAPS

PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.

INTRODUCTION: DISABILITY - PHYSICAL HANDICAPS

Physically handicapped individuals are those who have lost the use of some part of their body due to illness, injury or accident. Physical disabilities may result from numerous causes: accidents, heredity, birth defects, drugs taken by the mother during the prenatal period, maternal illness during the prenatal period and illness cassing central nervous system damage.

In the past, there were many myths and misconceptions about physically handicapped persons. At one time, it was felt that a physically handicapped person was the handiwork of the devil. They were often put to death because it was thought that they were possessed by evil spirits.

At the primary level, three main topics are studied in this unit:

1. Definition (the loss or impairment of the limbs)
2. Areas of difficulty or special needs of the physically handicapped: mobility (due to limited or complete inability to use legs - driving may also be difficult or impossible), education (difficulties may arise because of limited mobility, inability to write, and special medical problems,) employment, recreation and social activities, self-reliance skills (dressing, feeding, care of family, eating, bathing, toileting, cooking, living alone, etc.) architectural barriers in the home and community, special medical problems (bedsores, special care of the point of amputation, catheter to drain urine, circulation in paralyzed limbs, healing, bladder infections, bowel problems deformation due to paralysis of limbs, atrophy of muscles not used, etc.) and financial difficulties (due to the high expense of purchasing and maintaining braces, prostheses, wheelchairs, physical therapy, special clothes, special devices, etc.
3. Special techniques and devices developed to deal with the problem of being physically handicapped: special equipment for cars, over-development of a part of the body, extenders for reaching, braces, prostheses, exercise equipment, special clothes and shoes, crutches, wheelchairs, special eating devices, walkers, canes, mouth devices for writing, eating, and painting, electric lifts for stairs, bathtubs, etc., communication devices (electric typewriter, manual or electric communication board, automated tele-communication system, writing harness and magnetized wrist harness), reading aids, (special book holders, automatic page turner, and head pointer with harness), electric scissors, breath control devices to activate certain systems such as a wheelchair, and numerous other devices designed for individual problems.

The objectives and concepts taught in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of a physical handicap.	A physical handicap is the loss or impairment of the limbs.
First Grade	The students understand and can state the definition of a physical handicap.	A physical handicap is the loss or impairment of the limbs.
Second Grade	The students can identify special problems and needs of physically handicapped people.	Physically handicapped people have special needs and problems resulting from their handicap (mobility, writing, eating, etc.)
Third Grade	The students can identify ways of dealing with the problems of being physically handicapped.	There are many devices and methods that can be used to cope with the problems resulting from being physically handicapped (wheelchairs, prostheses, etc.

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Simulation Experience

Objective:

The students can identify areas of difficulty or special needs of a physically handicapped person

Materials:

Some or all of the following: masking tape, socks, dowels and strips of cloth, a sling, crutches, and wheelchair

Procedure:

Use the above materials so that the students can experience what it would be like to be physically handicapped. These materials can be used in the following manner:

Masking tape - tape the fingers of a child's hand together leaving only the thumb free. Have the child try to do such tasks as eating raisins or cereal, button their coat, tie their shoes, etc.

Socks - putting a sock over one hand will inhibit the use of the hand. Have the children try to do various tasks like opening a book to a specific page, putting on their coat, catching a ball, etc.

Sling - tie the sling so the dominant arm is immobilized. Then have the student try to perform some tasks which require the use of two arms.

Dowels and strips of cloth - Tie strips of cloth, around a student's legs so that they secure the dowels on both sides of the leg. This will simulate a full-length leg brace. Have the students try kicking a ball, skipping, climbing stairs, jumping rope, etc.

Crutches and/or wheelchair - These should be used as though the child really depended on them.

After the simulation experiences, discuss the following questions:

1. What things were hard for you to do?
2. What things couldn't you do at all?
3. How did you feel when you couldn't do something or found it difficult to do?
4. Do you think your experiences were just like those of people with real handicaps? How were they alike? How were they different? (Point out the permanence of a "real physical handicap" and discuss how one might react to this.)

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Filmstrip: My New Friend Lisa

Objective:

The students can identify some of the special problems and needs of a physically handicapped person

Materials:

Filmstrip: My New Friend Lisa from the series My New Friend (Eye-Gate)

Procedure:

After viewing the filmstrip, have the children identify the things that were shown in the filmstrip that were difficult for Lisa to do (go through doors, use a drinking fountain, and carry books). Have the students name the ways in which they use their legs in a day. Then discuss how many of these things they could still do if they had braces.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Getting Around

Objective:

The students understand the concept of architectural barriers.

Materials:

Yardsticks, rulers, or string, worksheet.

Procedure:

Tell the students that it is difficult for people in wheelchairs to get around. Let them try to identify some of the difficulties involved. Then let them discover what some of the problems in their own school are. If possible obtain a wheelchair (from the school nurse) for demonstration purposes. If it isn't possible to obtain a wheelchair use a yardstick or piece of string (approximate measurements for a wheelchair would be 27" wide and 32" high).

Questions to be considered are:

1. Could a wheelchair fit through the doorway to the classroom? To the school? To the washroom?
2. Are there steps or stairs leading up to the school door? A second floor?
3. Could someone in a wheelchair fit between the desks in the classroom?
4. Could someone in a wheelchair reach the drinking fountain (use a chair to test, don't forget to try drinking fountains in the upper grade area).

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

5. Could someone is a wheelchair reach the highest bookshelf? The top shelf in lockers or coat racks? The blackboard?

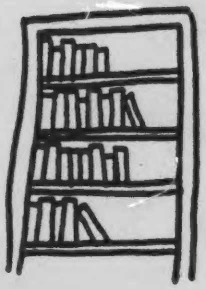
After discovering the difficulties a person is a wheelchair would have within the school have the students think of similar problems in their homes, stores, etc. Some of these are: curbs, stairs, high sinks, kitchen appliances, wall telephones, fire alarms, fire extingushers, windows, etc. Introduce the term architectural barriers. Explain that things such as stairs, narrow doors, etc. are called architural barriers. Architural barriers make it difficult for handicapped people to move around. Have the students complete the worksheet and draw pictures of other things they found.

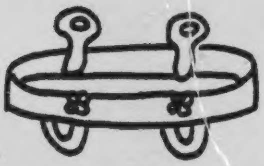
Getting Around

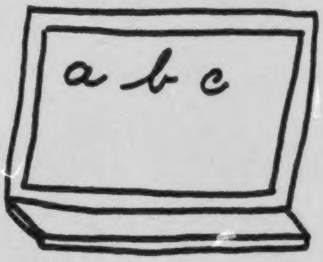
What would make it hard to get around in a wheelchair in your school or home?

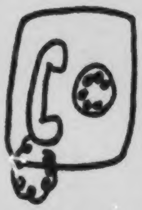
Mark what you find

Too High?

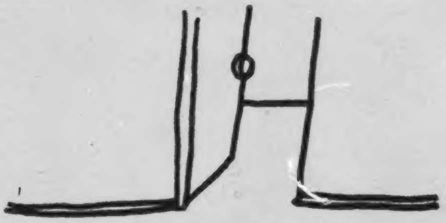




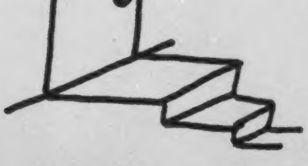


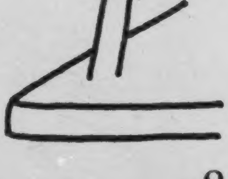


Too Small?



Did You Find?





Activity:

What Would You Do?

Objective:

The students can identify special problems of physically handicapped people.

Materials:

Worksheet

Procedure:

Read the situations on the worksheets aloud and have the students discuss how they would react.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

WHAT WOULD YOU DO?

THERE IS A NEW GIRL IN YOUR ROOM.
HER NAME IS JAN.
SHE USED TO GO TO A SCHOOL FOR HANDICAPPED KIDS.
SHE CAN'T WALK.
SHE USES A WHEEL CHAIR.
SHE CAN'T PLAY RUNNING GAMES OUTSIDE.
WHAT CAN YOU DO TO BE HER FRIEND.

TIMMY IS YOUR FRIEND.
HE HAS BRACES ON HIS LEGS.
HE USES CRUTCHES TO HELP HIM WALK
ONE DAY HE CAME TO YOUR HOUSE TO PLAY.
SOME OF THE KIDS DIDN'T KNOW TIMMY.
THEY SAID, "HE'S FUNNY".
WHAT WOULD YOU SAY?

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

What's A Problem

Objective:

The students can identify special problems of physically handicapped people.

Materials:

Worksheet

Procedure:

Ask the students what they think might be some of the problems of physically handicapped people. A list can be made. It should include:

1. Mobility - (driving, getting up and down stairs, curbs, escalator, getting in and out of beds, tubs, cars, etc.)
2. Education (writing)
3. Self-help skills (dressing, eating, bathing, cooking, toileting, living alone, etc.)
4. Social and recreational (playing games, going places, etc.)

After discussing and listing several problems have each student complete the worksheet by drawing a picture of a special problem of a physically handicapped person.

It's A Problem

PROJECT. C.H.A.N.G.E.
2ND GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Speaker

Objective:

The students can identify special problems and needs of physically handicapped people.

Materials:

None

Procedure:

Invite a physically handicapped person to visit the classroom. The speaker might tell the students about the special problems of being physically disabled.

PROJECT: C.H.A.N.G.E.
2nd GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Filmstrip/film: Doing Things Together

Objective:

The students understand how it feels to do activities without the normal use of the entire body

Materials:

Filmstrip or film: Doing Things Together from the series: Like You, Like Me (Encyclopaedia Britannica Educational Corporation)

Procedure:

After viewing Doing Things Together, discuss Steve's prosthetic hand. The children should be aware of these facts: Doctor's call Steve's hand a prosthesis, it can also be called an artificial hand. It was ordered especially for and fitted to Steve. He was taught to use his artificial hand by people who are especially trained to do this. He learned how to open and close it and to pick up things of different sizes and weights. This required many hours of practice and exercises. Questions to discuss about the movie are:

1. What surprised Martin about Steve? (Steve's prosthetic or artificial hand).
2. What did Steve do in a different way from Martin? (Steve's way of clapping).
3. What do you think it would be like to have an artificial hand?

4. What things might be difficult for Steve to do?

5. Was Martin afraid to play with Steve because he had an artificial hand? Do you think you would have been afraid to play with Steve?

PROJECT: C.H.A.N.G.E.
SECOND GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

BIBLIOGRAPHY

"Doing Things Together". Like You Like Me. Encyclopedia Britannica, 1979.

"My New Friend, Lisa". My New Friend. Eyegate Media, 1977.

ACCEPTANCE OF HANDICAPS

PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: ACCEPTANCE OF HANDICAPS

This, the last unit of the program, is "what it's all about" - the very essence of the program - acceptance of handicapped people. In the 1970's, there was a growing interest in and recognition of various handicapping conditions and the problems faced by handicapped individuals in our society. We have seen movements to remove architectural barriers, the passing of Public Law 94-142, and many other measures to improve life for the handicapped. However, increased awareness of handicaps doesn't necessarily mean increased acceptance of handicapped individuals. And if handicapped individuals are to lead a satisfying life, acceptance is an extremely important component of that life. Thus the goal of this unit and of the entire program is to help children to look beyond the handicapping condition to consider the person as an individual with the capacity to become one's friend and thus enrich one's life as only such relationships with others can, for as the writer said, "No man is an island."

The objectives and concepts of this unit are:

GRADE	OBJECTIVES	CONCEPTS
Kindergarten	The students can identify how handicapped people are like non-handicapped people.	Handicapped people are like non-handicapped people in many ways: feelings, basic needs, physical, emotional, and social characteristics, etc.
First Grade	The students can identify how handicapped people are like non-handicapped people.	Handicapped people are like non-handicapped people in many ways (basic needs, feelings, physical, social, and emotional characteristics, etc.)
Second Grade	The students exhibit a willingness to accept handicapped individuals.	A positive attitude, toward handicapped individuals is exhibited in classroom discussions and in real life encounters with handicapped people.
Third Grade	The students are aware that some people have a negative attitude towards handicapped individuals and can hypothesize a cause.	Some individuals have a negative attitude towards handicapped people. This negative attitude may be caused by several reasons: dislike of people who are different, lack of knowledge about handicaps, etc.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

What Would You Do ?

Objective:

The students develop a willingness to accept handicapped individuals.

Materials:

Art paper and crayons.

Procedure:

Have the students draw pictures to show how they could help blind, deaf, or physically handicapped individuals.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

ACTIVITY:

Discussion/Creative Writing -- If I Were Blind.......

OBJECTIVE:

The students exhibit a willingness to accept handicapped individuals.

MATERIALS:

Paper and pencil.

PROCEDURE:

Have the students complete the sentence:

If I were blind I would want other children............
(to play with me, not to trip me, guide me, etc.)

Compare and discuss answers.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

Student Activity Book

Objective:

The students exhibit a willingness to accept handicapped individuals.

Materials:

Student Activity Book worksheets

Procedure:

Have students complete individual pages of the Student Activity Book and then fasten them together with brads to make a book (or fasten together first and then have students complete). This activity may be divided into more than one session (it could be broken up into three sessions:

1. Pages dealing with blindness
2. Pages dealing with deafness
3. Pages dealing with physical handicaps.)

This book reviews the concepts studied for each handicap.

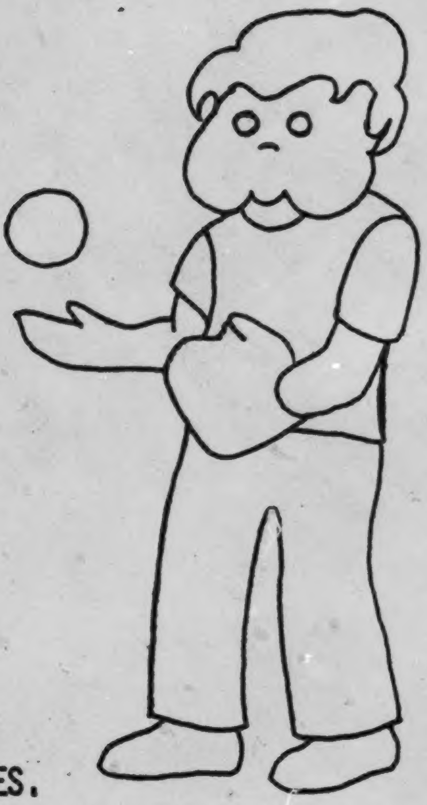
PROJECT

CONCEPTS OF HANDICAPS AND ATTITUDES NEED GUIDANCE AND EDUCATION
CHANGE

STUDENT ACTIVITY BOOK

SECOND GRADE

NAME: ______________________________



HI, I'M LESTER.
I HAVE LOTS OF FRECKLES.
I LIKE TO PLAY BASEBALL.
I'M A GOOD CATCHER.
WHEN I GROW UP I WANT TO BE A BASEBALL PLAYER.
I LIKE TO DO MATH IN SCHOOL.
I'M GOOD AT ADDING AND SUBTRACTING.
I CAN ADD FASTER THAN SUSIE.
SUSIE IS VERY SMART.
I'M NOT GOOD AT SPELLING.
MY DAD SAID, "WORK ON SPELLING".
MY TEACHER SAID, "WE ALL HAVE TROUBLE WITH SOMETHING".
I ASKED MY FRIENDS WHAT THEY HAVE TROUBLE WITH.

MY FRIEND BRIDGET HAS RED HAIR.

SHE IS DEAF.

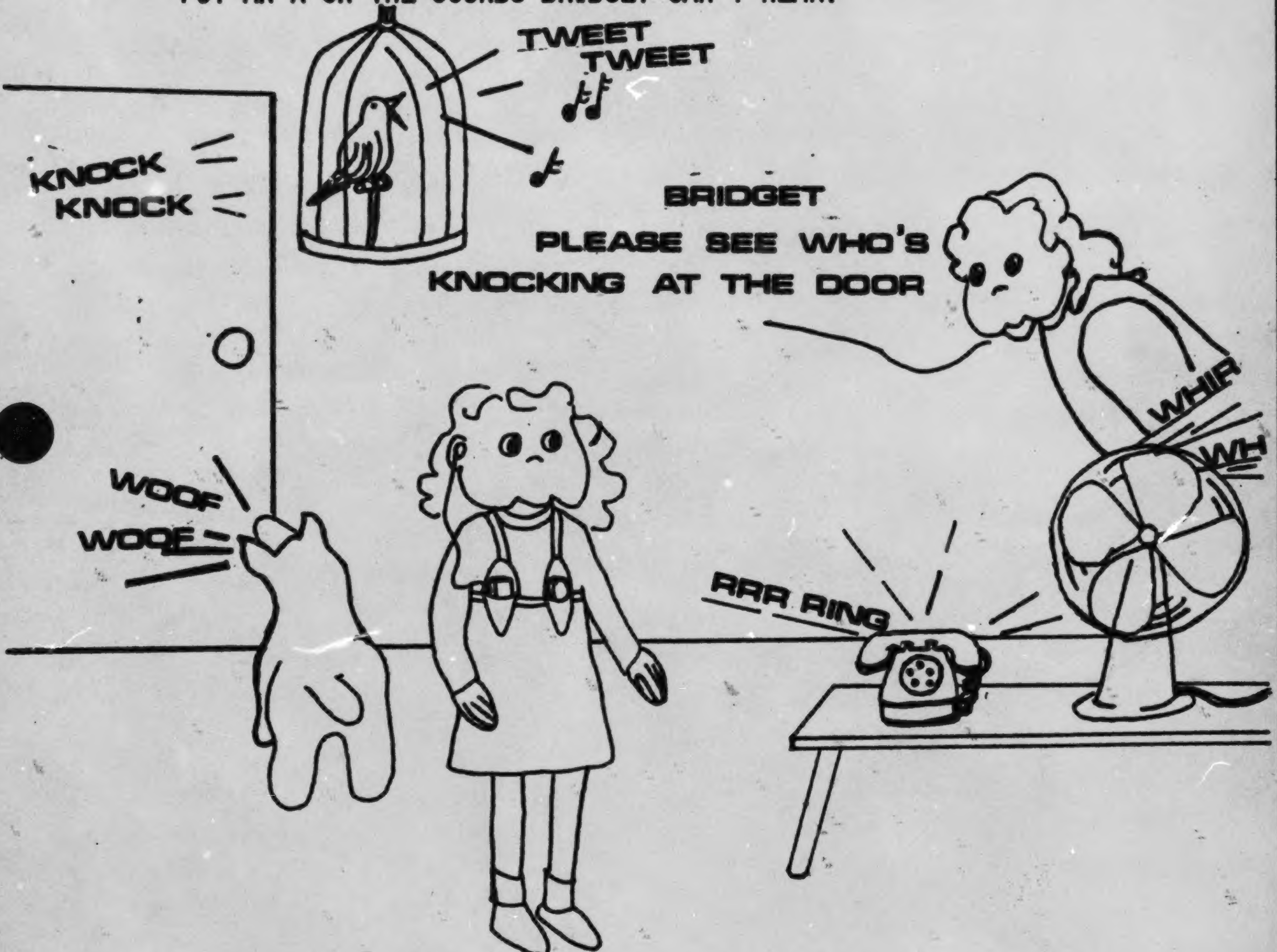
SHE SAID, "I AM GOOD AT ART .

I HAVE TROUBLE TALKING.

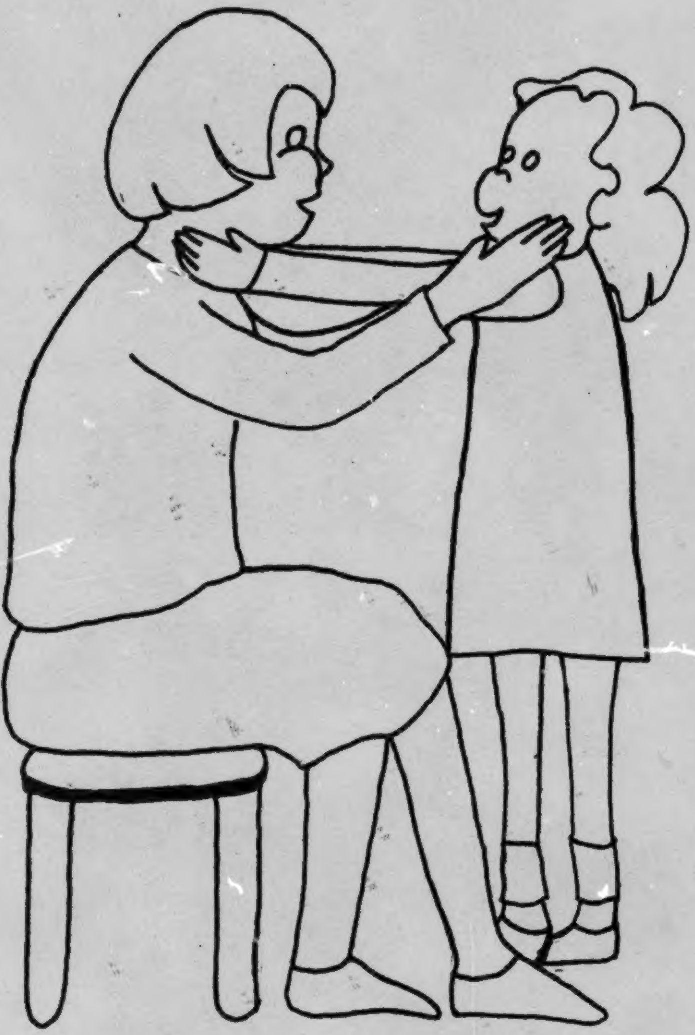
I HAVE TROUBLE KNOWING WHAT PEOPLE ARE SAYING TO ME".

LOOK AT THE PICTURE.

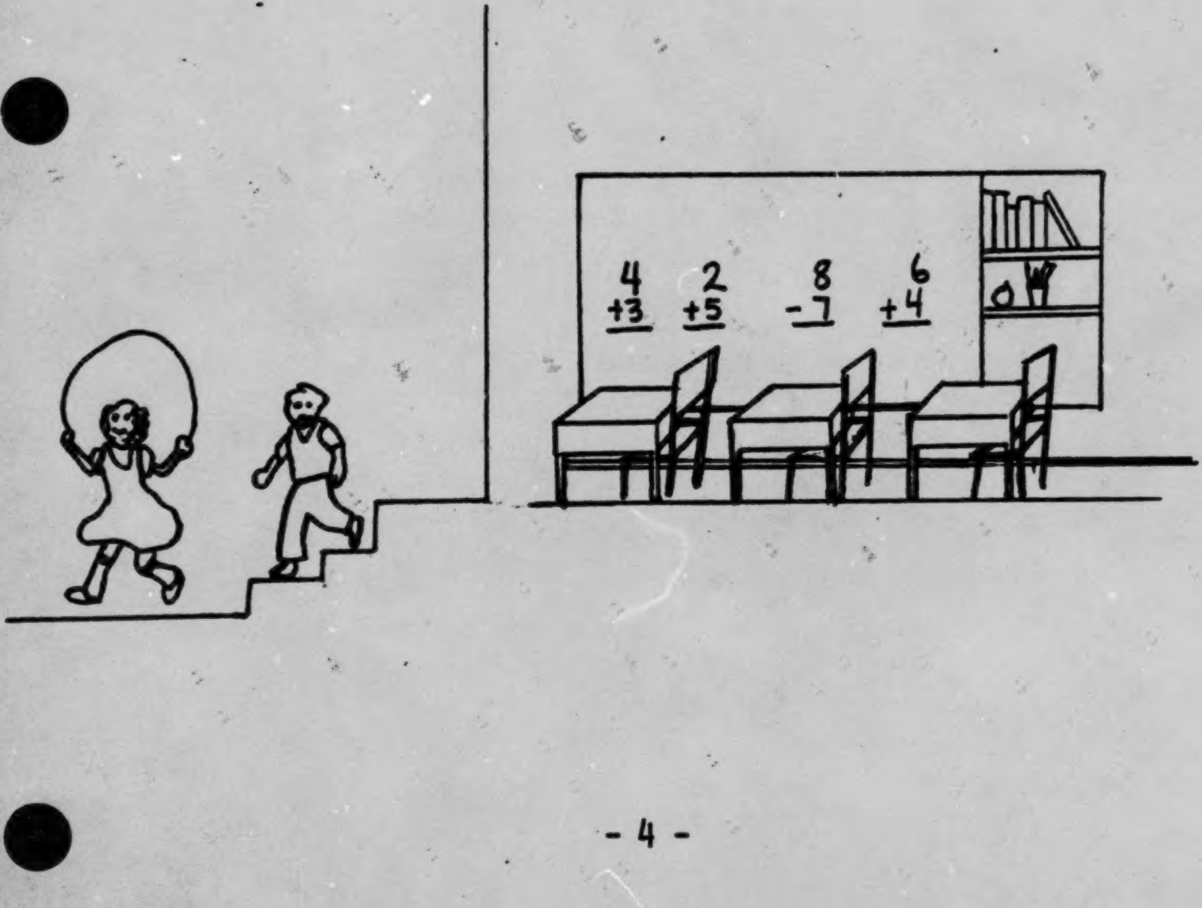
PUT AN X ON THE SOUNDS BRIDGET CAN'T HEAR.


TWEET
TWEET
KNOCK
KNOCK
BRIDGET
PLEASE SEE WHO'S
KNOCKING AT THE DOOR
WHIR
WH
WOOF
WOOF
RRR RING

BRIDGET'S SPEECH TEACHER HELPS HER.
SHE TEACHES BRIDGET HOW TO TALK.
BRIDGET SEES HER TEACHER MAKE SOUNDS.
SHE FEELS HER TEACHER'S THROAT.
SHE TRIES TO MAKE THE SAME SOUND.



MY FRIEND MEI LING HAS A CAT, GINGER.
MEI LING CAN NOT WALK.
SHE USES A WHEELCHAIR.
MEI LING IS PHYSICALLY HANDICAPPED.
MEI LING SAID, " I AM GOOD AT READING.
I HAVE TROUBLE GETTING IN AND OUT OF A CAR".
LOOK AT THE PICTURE OF THE SCHOOL.
WHAT WOULD MEI LING HAVE TROUBLE DOING ?
PUT AN X ON WHAT MEI LING WOULD HAVE TROUBLE DOING.

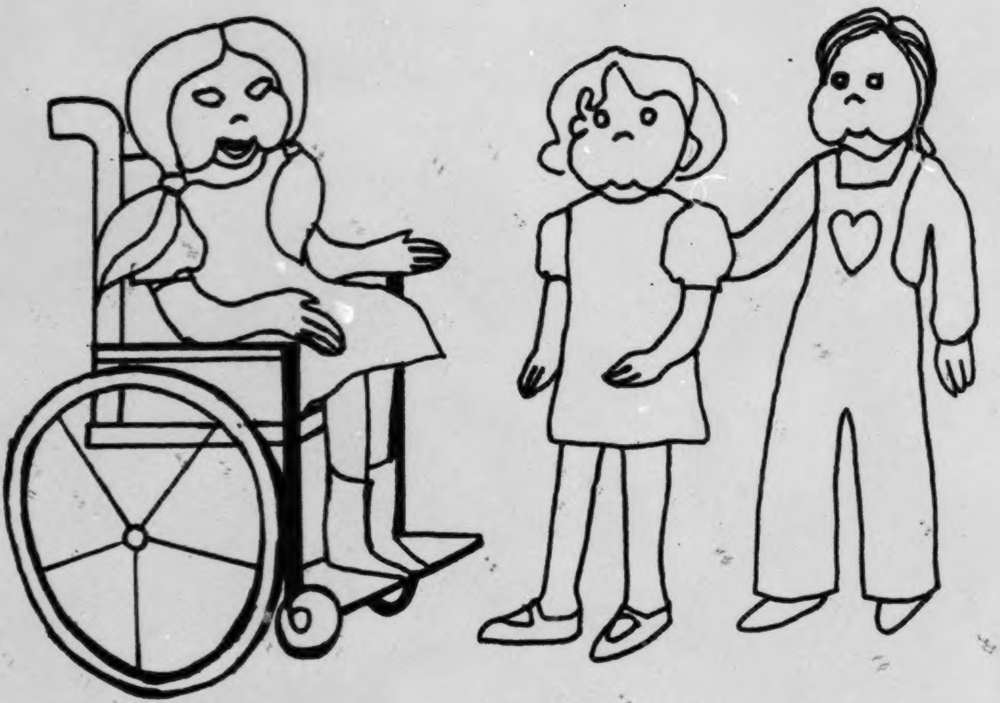


MEI LING CAN'T USE HER LEGS TO WALK.

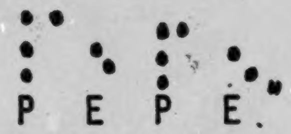
MEI LING USES A WHEELCHAIR.

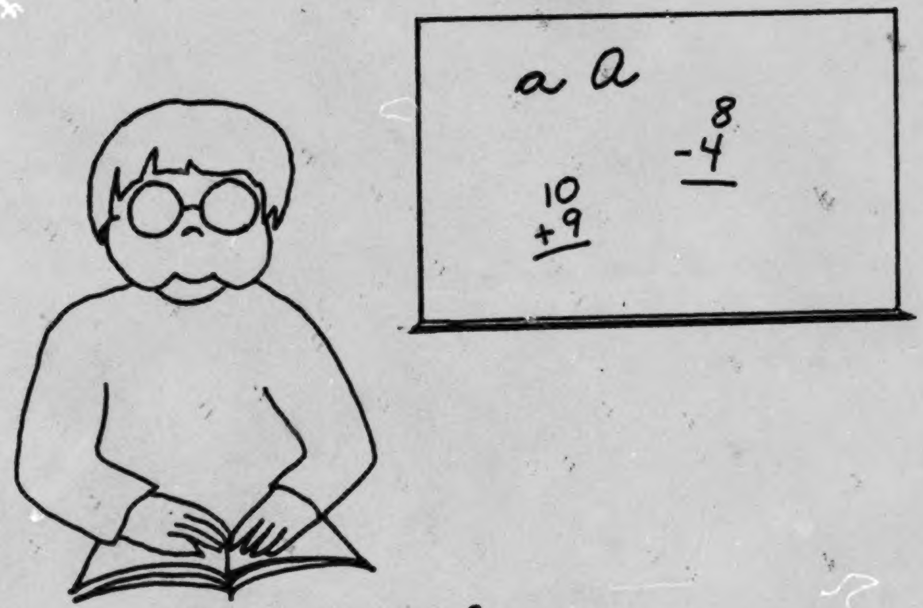
MEI LING CAN USE HER WHEELCHAIR TO PLAY WITH HER FRIENDS.

COLOR THE PICTURE.

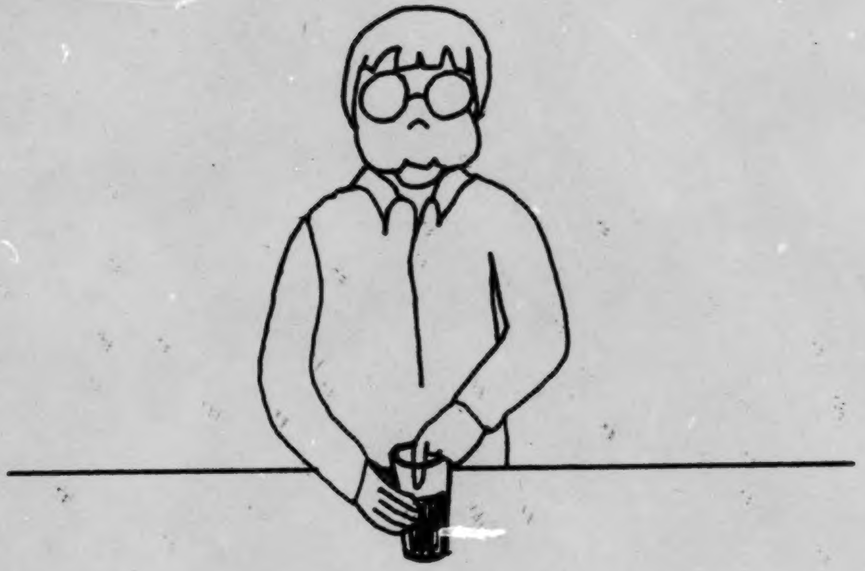


PEPE IS MY FRIEND.
PEPE LIKES TO PLAY WITH MY DOG WALDO.
PEPE IS BLIND.
PEPE SAID, "I AM GOOD AT TELLING STORIES.
I HAVE TROUBLE READING BOOKS.
I CAN'T SEE THE WORDS.
I HAVE TO READ BY FEELING.
I READ BOOKS THAT ARE MADE FOR BLIND CHILDREN.
MY BOOKS HAVE BUMPS.
WHEN I FEEL THE BUMPS I KNOW THE LETTER.
I READ WITH MY FINGERS.
YOU READ WITH YOUR EYES.
THIS IS WHAT MY NAME LOOKS LIKE:

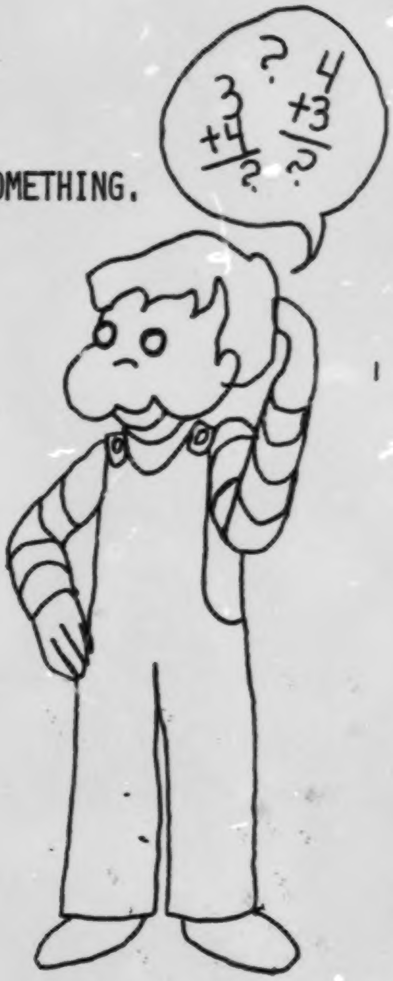


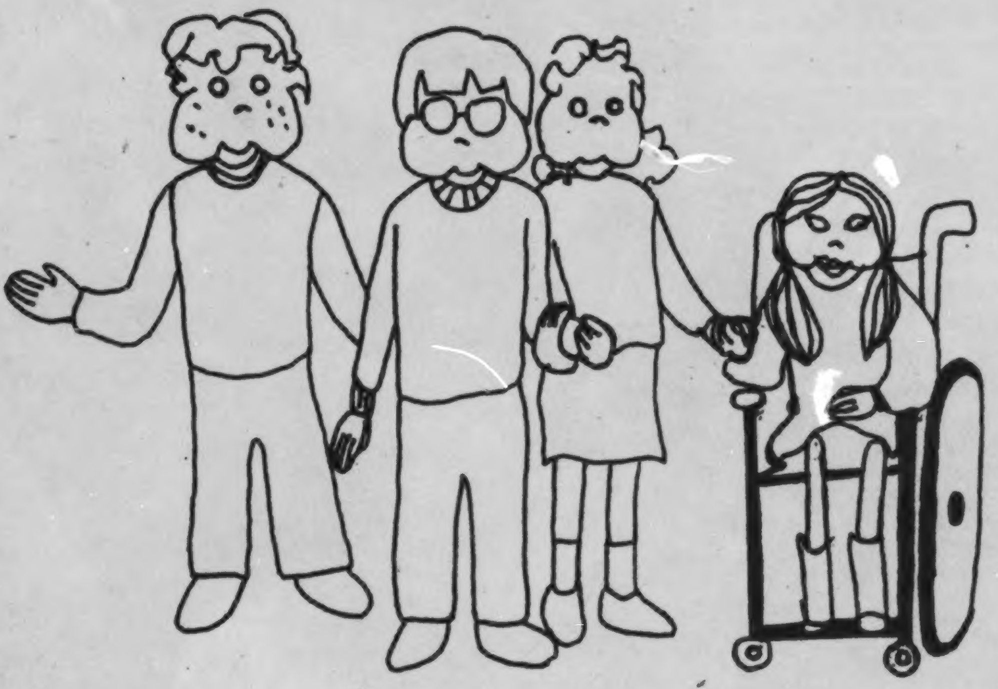


"I HAVE TROUBLE GETTING A GLASS OF MILK.
I CAN'T SEE WHEN THE GLASS IS FULL.
THIS IS HOW I GET A GLASS OF MILK.
I PUT MY FINGER IN THE GLASS.
WHEN I FEEL THE MILK I KNOW THE GLASS IS FULL".



EVERYONE HAS TROUBLE WITH SOMETHING.
WHAT DO YOU HAVE TROUBLE WITH ?
MAKE A PICTURE OF YOU HAVING TROUBLE WITH SOMETHING.





WE ARE ALIKE IN MANY WAYS.

WE ARE DIFFERENT IN MANY WAYS.

SOME OF US ARE GIRLS. SOME OF US ARE BOYS.

SOME OF US ARE SHORT. SOME OF US ARE TALL.

WE CAN ALL BE FRIENDS.

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

Filmstrip set: Being Kind

Objective:

The students are aware that all people like to be treated kindly

Materials:

Filmstrip set: Being Kind (Learning Tree Filmstrips)

Procedure:

This set of filmstrips deals with the concept of kindness: what it means, how it feels to be kind, and how kind behavior affects us and the people around us. After grasping these concepts, the students should be led to the generalization that handicapped people need kindness just as they themselves do. This can be accomplished through discussion of how to treat people with specific handicapping conditions (do we laugh at them if they fall, can't do something, are clumsy, etc.) and/or role playing. Some of the questions that may be asked are:

1. What does it mean to be kind?
2. How does it make you feel when someone is kind to you?
3. How does it make you feel when you are kind to someone?
4. How have you been kind to other people? Can you remember a particular time you were kind to someone?
5. How do you feel when someone is mean to you?

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

6. Would you like to be friend with someone who is mean?

7. We have been talking about handicapped people - do they need kindness?

8. How could you be mean to a handicapped person?

9. How could you be kind to a handicapped person?

PROJECT: C.H.A.N.G.E.
2ND GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

Book: A Look at Physical Handicaps

Objective:

To help students develop a willingness to accept handicapped individuals.

Materials:

Book: A Look at Physical Handicaps, Forrai, Maria S., Lerner Publications Company, Minneapolis, 1976.

Procedure:

After reading the book, discuss the statement in the book "But the handicapped need help from the people around them too".

Who are the people around them?

What kind of help can the people around them give them (stress friendship and encouragement).

PROJECT: C.H.A.N.G.E
SECOND GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

BIBLIOGRAPHY

Being Kind. Learning Tree Filmstrips, 1975.

Forrai, Maria. A Look at Physical Handicaps. Minneapolis: Lerner Publications Co., 1976.

ABOUT THE STAFF

STAFF:

Director	Donald Martin
Coordinator	Sherry Smith
Assistant Coordinator	Alan Balter
Medical Consultant	LaVerne Galzin
Media Consultant	Cynthia Foulkes
Curriculum Coordinator	Karen Harper
Curriculum Advisor	Kathleen Delaney
Curriculum Advisor	Robert Honkisz
Graphic Artist	Karen Madden
Evaluation Consultant	A. Edward Ahr

Donald Martin, Project Director, holds B.A. and M.A.T. degrees from Harding College in Arkansas. He has worked as Assistant Principal at the Junior High School level, Director of a Demonstration Center for Gifted Children, and as Director of Federal Programs. As Program Director for Project C.H.A.N.G.E., he is responsible for the overall administration of the project.

Sherry Smith, Project Coordinator, has the B.A. from College of St. Francis in Illinois and M.S. from Chicago State University. Her previous experience includes classroom teaching and speech pathology at the elementary level. As Coordinator of Project C.H.A.N.G.E., she is responsible for the day-to-day operation of the program including grant writing, curriculum planning, and design of assessment instruments.

Alan Balter, Assistant Project Coordinator, has B.S., M.S., and Ph.D. degrees from the University of Illinois. He has worked as a teacher of retarded children, researcher, and university professor. As Assistant Coordinator, he helps with the daily functioning of the program and project dissemination.

LaVerne Galzin, Medical Consultant for the project, is a registered nurse who also holds the B.S. degree. She has wide experience working as a hospital nurse, public health nurse as well as a school nurse. In her role as Medical Consultant she explains nursing and medical information and strategies to program staff and is the program laisson to the medical profession.

Cynthia Foulkes, Media Consultant for the project, holds the B.S. in Education from Illinois State University and the M.S. in Education from Chicago State University. Her experience includes working as a School District Librarian and Director of a Learning Resource Center. She is responsible for ordering and processing all program materials as well as assisting program staff plan and execute audio-visual presentations.

Karen Harper, Curriculum Coordinator has the M.A. degree in Learning Disabilities and has many years of teaching experience in special education. She has developed the Kindergarten and Primary grades curriculum and supervised curriculum development at other levels.

Kathleen Delaney, Curriculum Advisor, has a B.A. degree from St. Xavier College in Illinois. She has worked as a teacher's aide in Project Head Start and as a teacher in the elementary grades. Her major responsibilities have been writing the project curriculum and lesson plans for grades 4-6.

Robert Honkisz, Curriculum Advisor, has the B.S. degree from the University of Illinois. He has worked as a physical education teacher in the elementary grades. His primary responsibilities have been writing project curriculum and lesson plans for grades 7-8.

Karen Madden, Graphic Artist, holds the B.S. degree from Northern Illinois University and the M.S. from Illinois Institute of Technology. She works as an Art Teacher for children between Kindergarten and 8th grade. Her major responsibility for the project involves producing original artwork for program materials.

A.Edward Ahr, Evaluation Consultant, has the B.S. and M.S. degrees from the University of New Mexico and the Ed.D. degree from Loyola University in Chicago. His work experience includes classroom teaching, school psychology, school administration and university teaching. His project responsibilities involve designing assessment techniques, statistical analysis of data and program evaluation.

RIDGELAND PUBLIC SCHOOLS
DISTRICT 122
TITLE IV C - ESEA
PROJECT: C.H.A.N.G.E.

CONCEPTS OF HANDICAPS AND ATTITUDES NEED GUIDANCE AND EDUCATION

PRIMARY CURRICULUM

CURRICULUM COORDINATOR: KAREN HARPER

SUPERINTENDENT: ROBERT L. OLCESE, Ph.D.

DIRECTOR: DONALD W. MARTIN　　COORDINATOR: M. SHERRY SMITH

© 1974 BY MARY S. SMITH

CONTENTS

INTRODUCTION

OVERVIEW OF PRIMARY PROGRAM

KINDERGARTEN PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

FIRST GRADE PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

SECOND GRADE PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

THIRD GRADE PROGRAM
- Objectives
- Normal Health
- Senses
- Acceptance of Individual Differences
- Blindness
- Deafness
- Physical Handicaps
- Acceptance of Handicaps

INTRODUCTION

The philosophy of Project C.H.A.N.G.E. (Concept of Handicaps and Attitudes Need Guidance and Education) is handicapped people have the right to be accepted as worthwhile individuals by their non-handicapped peers. Today, non-handicapped individuals are baving increasing contact with handicapped individuals. Public Law 94-142 (The Education For All Handicapped Children Act) has added momentum to the growing rights movement of disability groups. However, Increased rights for the handicapped population do not mean increased acceptance.

If handicapped individuals are to be successfully integrated into our schools, community, and society they must first be viewed and accepted as worthwhile individuals with the same feelings and needs as non-handicapped individuals. They must be viewed as being capable of sharing with non-handicapped individuals those experiences which constitute life.

Negative reactions towards people we perceive as different from ourselves are a common experience. We feel anxiety, fear, discomfort, or even hostility. Myths and stereotypes concerning these individuals are often incorporated into our value system. However, people do have the ability to change.

Attitudes are influenced by a variety of situational contacts with our family and society. Thus, it is possible for our attitudes to change or modify as a result of our experiences. The goal of Project C.H.A.N.G.E. is to influence and change those holding negative attitudes toward handicapped individuals. This is done by giving children a chance to acquire knowledge about handicapped individuals and their handicapping conditions. Knowledge will help to alleviate the common feelings of anxiety, fear, discomfort or hostility which non-handicapped individuals often experience when encountering a handicapped individual. Opportunity is provided for positive experiences with handicapped people which initiate the giant step towards positive attitudes.

Program teachers are an extremely important factor. They influence and foster knowledge and the attitude of acceptance in their students. They encourage their students to honestly examine and express their positive and negative feelings by creating an accepting atmosphere which develops student support. The expression and examination of positive and negative feelings by the student and the teacher is extremely important. The goal of the program is not to teach children to say "nice" things about handicapped people but to help them develop genuine feelings of acceptance for the disabled. Project C.H.A.N.G.E. deems it necessary to deal with positive and negative feelings as an initial step in successful program implementation and promotion of the ultimate goal - acceptance of the handicapped.

OVERVIEW OF THE PRIMARY PROGRAM

FORMAT OF THE TEACHERS MANUAL

Each level of the primary program is divided into seven curricular units. The units are Normal Health, Senses, Acceptance of Individual Differences, Disability: Blindness, Disability: Deafness, Disability: Physical Handicaps and Acceptance of Handicapped People.

A sequential development of knowledge is built from kindergarten through third grade for each unit. For convenience, the Manual is divided by grade levels. Teachers should view the complete curriculum but will need only their grade level for instructional purposes.

Each unit at a specific grade level includes:

1. Introduction, objectives and concepts.
2. Activities

and a 3. Bibliography.

The Introduction provides the rationale and basic background information for the unit. The behavioral objectives state the desired student response/outcome for unit completion. The sequential development of knowledge can be observed by examining objectives for all grades. Basic concepts are provided to further clarify each objective.

The Activities section is composed of a series of lesson plans. Each lesson plan includes:

1. Objectives - what the student should be able to do when the activity is completed
2. Materials - what is necessary to teach this lesson

and a 3. Procedure - specific suggestions on how to conduct the class activity or utilize films, filmstrips, and books.

The Bibliography contains a brief synopsis of films, filmstrips, and books which are approrpiate for the unit.

SEQUENCE OF UNITS

Units are arranged in a predesignated order which best accomplishes the over-all goal of the program. The units on Normal Health and Senses are included first to provide the students with a background for better understanding handicapping conditions. Similarly, the unit on Acceptance of Individual Differences precedes the study of specific disabilities based on the premise that in order to accept other people must first accept themselves.

Three specific disabilities are studied in the primary curriculum: Blindness, Deafness, and Physical Handicaps. These topics were chosen as they are the three most observable handicapping conditions for children to understand. Thus, they constitute the initial experience for acceptance of handicaps. Blindness is the first unit due to its concrete observableness and simulation ability (closing one's eyes) which formulates understanding in the child. The sequence of units on Deafness and Physical Handicaps was determined on the basis of exposure, the concrete sense loss involved in the disability, and exposure rates of non-handicapped children to these disabilities in a public school system. The concluding unit Acceptance of Handicaps is the very essence of the program. This is what it's all about - acceptance of handicapped people.

For implementation of an effective and successful program, units should be taught in the order which they appear in the Manual.

TEACHING THE CURRICULUM

The program was designed for teachers to complete one activity per week with the students. Each unit covers a time span of three to five weeks. The teacher may choose a lesson plan described in the Activity section of the Manual or use/develop other materials and activities which are appropriate. The choice of materials and activities should be based on the objectives of the unit for each grade level and the individual needs of the class. Teachers should know the sequential development of the objectives at all grade levels when choosing Activities for a specific unit. In this way, a cohesive program is presented to the student.

The lesson plans include various types of activities. Among these are:

1. Simulation Activities - During these activities, the students experience what it's actually like to be handicapped by using a method to simulate a handicapping condition. This might be achieved by activities such as trying to pour water into a cup or find the classroom door while blindfolded.

   These activities help the students to understand the problems a handicapped person encounters in daily living. They also establish a basis for acceptance by fostering the development of empathy for the disabled person. All students should have an opportunity to participate in simulation experiences. They should be encouraged to think about and describe how it feels to be handicapped.

2. Filmstrips, movies, and books - Lesson plans using films, filmstrips, and books are included. These materials help the students to better understand handicapping conditions. They should be used with the specific objective at the grade level. After viewing the material, discussions should help students to achieve the objectives. The lesson plans contain specific directions for use of audio-visual material. These materials are one method for developing empathy.

3. Class discussion - Students should be encouraged to ask questions and talk about their feelings. It is important to accept all feelings - even negative ones. Rather than judge students' feelings, the teachers should help the students to discover why they have a particular feeling.

4. Guest Speakers - Probably the most important and enjoyable activity of the program is providing an opportunity for students to interact with handicapped people. This experience allows the student to perceive the handicapped person as an individual with feelings, needs, talents, and problems similar to themselves.

   An especially exciting speaker to invite is a person who is blind and uses a guide dog. Speakers may be found by asking friends, or contacting local agencies such as: The Association for the Blind; Division of Vocational Rehabilitation; Easter Seal Society; United Cerebral Palsy; local hospitals, etc. Speaker discussion topics must be correlated with the objectives at each grade level. Personally meeting someone with a disability in a positive atmosphere is an important experience in developing acceptance and empathy towards handicapped people as worthwhile individuals.

PROGRAM IMPLEMENTATION

LEARNING CENTER INSTRUCTIONS

The material for all Activities at each level are housed in the Learning Center. Materials are stored in appropriately marked unit boxes according to grade levels. All materials which are necessary for the unit can be found in this box.

The teacher checks the unit material box out of the learning center by signing the sign out card located on the top of the unit box.

After each lesson the teacher should place the materials used back in the unit box. The unit material box should then be returned to the learning center so it is accessible to other teachers at this level.

USE OF THE TEACHERS MANUAL

As previously explained in the Overview, one lesson per week (of your choice) from the Activities section is to completed with the students. The unit material boxes contain all the necessary articles for the lesson plan.

Starting with the first unit at your level, select one activity. After teaching the activity turn to the Lesson Plan Checklist located at the end of the unit and write the title of the activity on the line next to the appropriate week. Rate the Activity using the code on the Lesson Plan Checklist.

At the conclusion of each unit select one Activity which has been taught and evaluate this lesson on the Unit Evaluation Form (which follows the Lesson Plan Checklist). A Unit Evaluation Form must be completed for each unit.

CALL IN SCHEDULE

The "Call In" schedule provides the dates when Teacher Manuals are turned into the school office. At this time, the Lesson Plan Checklist and Unit Evaluation Forms are reviewed and initialed by the Principal. Teachers Manuals are then returned promptly to the teachers for continued program implementation.

SPEAKERS LIST

A minimum of one guest speaker per grade level will be arranged by the Principal or a designee. After Speakers have been scheduled teachers will be notified of the date, time and location of the speaking engagement. Whenever possible, teachers will be allowed to sign up for the time of their choice.

Teachers will be notified of speaker cancellations as soon as possible.

ASSESSMENT INSTRUMENTS

A Skill Attainment Checklist has been designed for each level of the program. These instruments are designed to measure the students achievement in terms of grade level objectives and concepts.

Student instruments are given pre and post the intervening program. Both experimental and control students participate in the assessment instruments to determine the statistical level of significance the project has achieved.

Complete instructions for the instruments are packaged with the assessment materials.

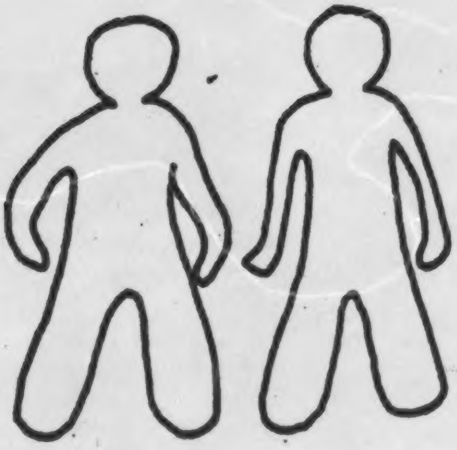
READABILITY STUDY

Nancy Updegraff
Reading Consultant

In each of the work sheets the readability level varies from two years below the grade for which the sheet was designed, to a half year above the grade listed on the top of the sheet. Therefore, the majority of the students (with some assistance on terms) should be able to read the worksheets.

Much of the terminology is complicated and difficult to pronounce. It is not important for students to correctly pronounce terms in order to identify them or to read the material around them. If a term seems bothersome tell the student to call it blank or blank and match or read as needed. For word puzzles the student should be able to locate the word or tell it is on a cross word puzzle by process of elimination even though they may not be able to correctly pronounce it. Worksheets can be done orally, in a group or in partners.

NORMAL HEALTH



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: NORMAL HEALTH

The first unit focuses on "normal health". It is included to help students to understand basic health principles and to motivate them to develop good health habits. The emphasis of the entire program is on developing an understanding of handicapping conditions in order to foster greater empathy for and acceptance of handicapped individuals as worthwhile people with the same feelings and basic needs as non-handicapped individuals. This first unit introduces the area of "normal health" so that students will have a better background for understanding handicapping conditions.

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVES	CONCEPTS
Kindergarten and First Grade:	The students are aware of general health rules.	Cleanliness improves physical appearance and can help prevent disease. Getting enough sleep promotes good health. Daily dental care and regular dental check-ups are important to maintain healthy teeth.
Second Grade:	The students understand the body's need for three well-planned meals a day. The students can identify a balanced meal.	The body needs three well balanced meals a day with a variety of foods chosen from the basic food groups.
Third Grade:	The students can identify basic safety rules.	Practice fire prevention at all times. Certain physical factors coupled with carelessness can be responsible for accidents a home and while playing.

PROJECT: C.H.A.N.G.E.
INTRODUCTION: NORMAL HEALTH

GRADE	OBJECTIVES	CONCEPTS
Third Grade:	The students can identify basic safety rules.	Practice safety rules in and around water. Cross streets at the corner and look both ways before crossing.

PROJECT: C.H.A.N.G.E.
THIRD GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Accident Survey.

OBJECTIVE:

The students are aware of the importance of good safety habits.

MATERIALS:

Paper, pencil.

PROCEDURE:

Discuss the need for accident prevention. Have the students make an accident survey using these questions:

1. Have you had an accident in the last year?
2. How did it happen?
3. How badly were you hurt?
4. What caused the accident?
5. How could it have been prevented?

PROJECT: C.H.A.N.G.E.
THIRD GRADE CURRICULUM
NORMAL HEALTH

ACTIVITY:

Filmstrip: Mr. Dermis' Holiday.

OBJECTIVE:

The students are aware of certain common skin problems and skin injuries and their prevention.

MATERIALS:

Filmstrip: Mr. Dermis' Holiday from the series, The Healthy Way In Wonderland (Walt Disney Educational Media Company).

PROCEDURE:

After viewing the filmstrip, review the function of the skin and how to protect it.

PROJECT: C.H.A.N.G.E.
THIRD GRADE CURRICULUM
NORMAL HEALTH

BIBLIOGRAPHY

"Mr. Dermis's Holiday". Healthy Way in Wonderland. Walt Disney Educational Media Co., 1974.

SENSES

PRIMARY LEVEL

PROJECT C.H.A.N.G.E.
PRIMARY CURRICULUM
INTRODUCTION: SENSES

A study of the five senses is included in the curriculum prior to the study of handicapping conditions. In order to be fully aware of what it means to be blind, deaf, or physically handicapped, one must first be aware of and appreciate what it means to have sight, hearing and the complete use of one's limbs. In order to develop this awareness a study of the five senses in included. The senses are the means by which one can tell what is happening in the environment. The sense organs report to the body the conditions and changes that are happening outside and inside the body and the motion and position of the body. Each of the sense organs is sensitive to only certain kinds of stimulation and acts independently of other sense organs. Through experience and learning, the body is able to react to the stimulus it receives from the sense organs with appropriate behavior.

The objectives and basic concepts to be taught in the primary grades for this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten:	The students can identify the following body parts; eyes, ears, nose, tongue, ankle, finger, arm, leg, hand, neck, teeth, wrist, thumb, elbow, toe, lips, heel, knee, chest and shoulders.	Parts of the body have specific names.
First Grade:	The students can identify the part of the body used for a specific sense.	Specific parts of the body are used for specific senses; eyes for sight, ears for hearing, tongue for taste, nose for smell, and fingers and skin for touch.
Second Grade:	The students can identify which sense is used to perceive a specific stimulation i.e. touch, hot stove; smell, skunk.	Stimuli is perceived by a specific sense.
Third Grade:	The students can identify all five senses.	The five senses are: sight, taste, smell, touch, and hearing.

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
SENSES

Activity:

Filmstrip: Eyes, Nose, And All Of Those

Objective:

The students can identify all five senses

Materials:

Filmstrip: Eyes, Nose, And All Of Those from the series Health Decisions For Growth (Harcourt Brace Jovanovich Films)

Procedure:

After viewing the filmstrip, review the purpose of the sense organs (they tell us about the world around us) and list the functions of the sense organs (sight, hearing, touch, taste, and smell).

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
SENSES

Activity:

Popcorn

Objective:

The students can identify the five senses

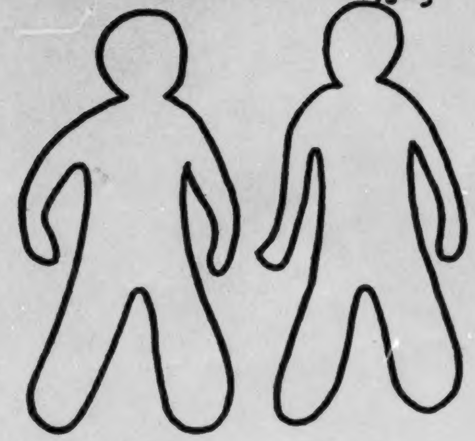
Materials:

Worksheet, popcorn, popcorn popper

Procedure:

Have the students complete the following worksheet after making popcorn.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
SENSES



USE YOUR SENSES

Use your senses to help you answer these questions.

1. What sound does popcorn make? ______________________________

   ____

   Which sense tells you what sound it makes? ________________

2. Which sense will tell someone coming in the door that you are making popcorn? ______________________________

3. Which sense makes you enjoy eating popcorn? ________________

4. Is popcorn the same color after it is popped as before? ________

   Which sense tells you what color popcorn is? ______________

5. Does the corn feel the same after it is popped as it did before it was popped? ______________________________

6. You needed to use your five senses to answer these questions. Name the five senses. ____________________

   ____

   ____

   ____

   ____

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
SENSES

Activity:

Senses Mobile

Objective:

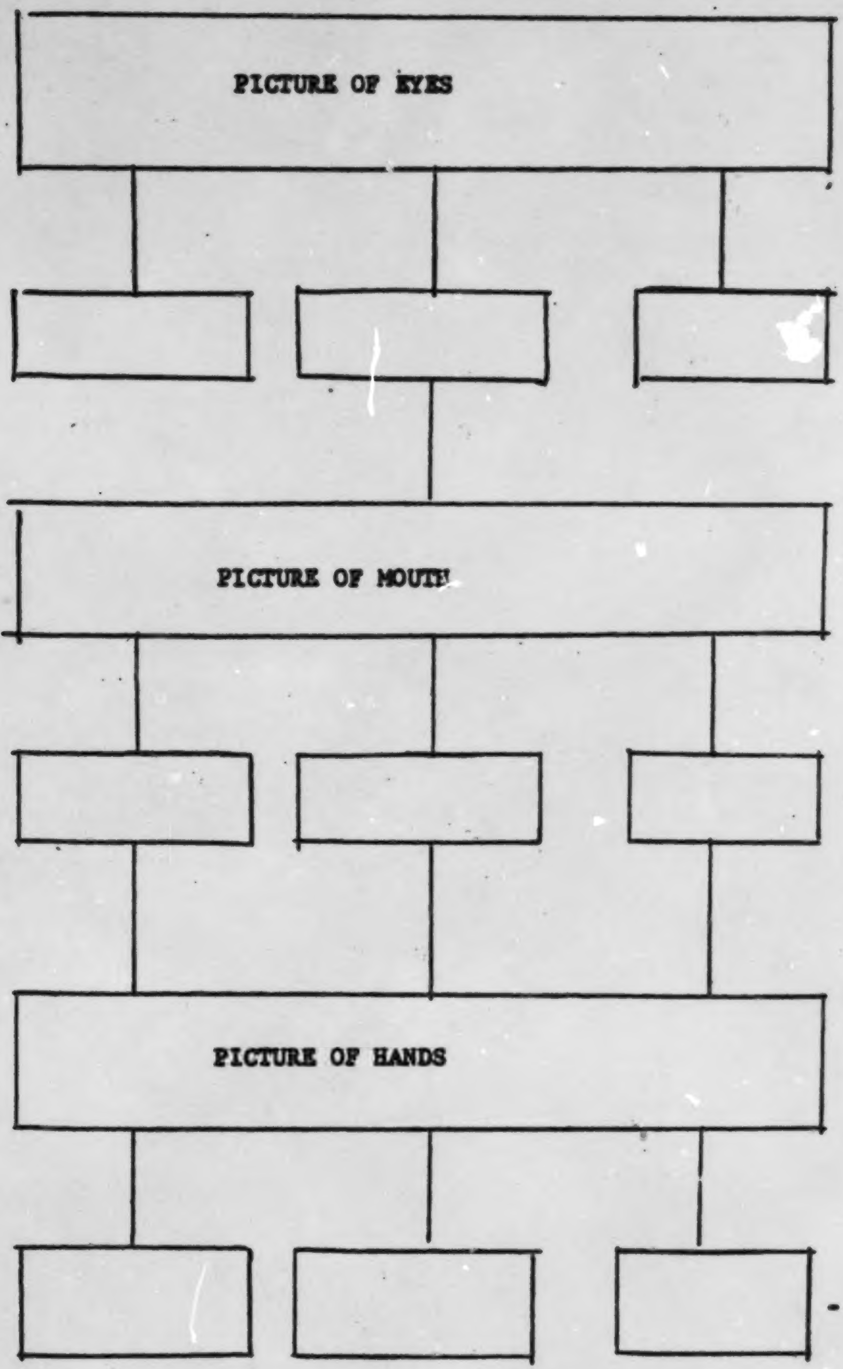
The students can identify the five senses

Materials:

Art paper

Procedure:

Have the students made a simple mobile using pictures of things that could be associated with each of the senses. The mobiles could be arranged in the following manner: (See attached sheet)


PICTURE OF EYES
PICTURE OF MOUTH
PICTURE OF HANDS

- Pictures of things that can be seen

- Pictures of things that can taste

- Pictures of things that can be touched

Continue on with pictures of ear, and nose.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
SENSES

ACTIVITY:

How would you know?

OBJECTIVE:

The students can identify the five senses.

MATERIALS:

Worksheet

PROCEDURE:

Have students complete the worksheet.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
SENSES

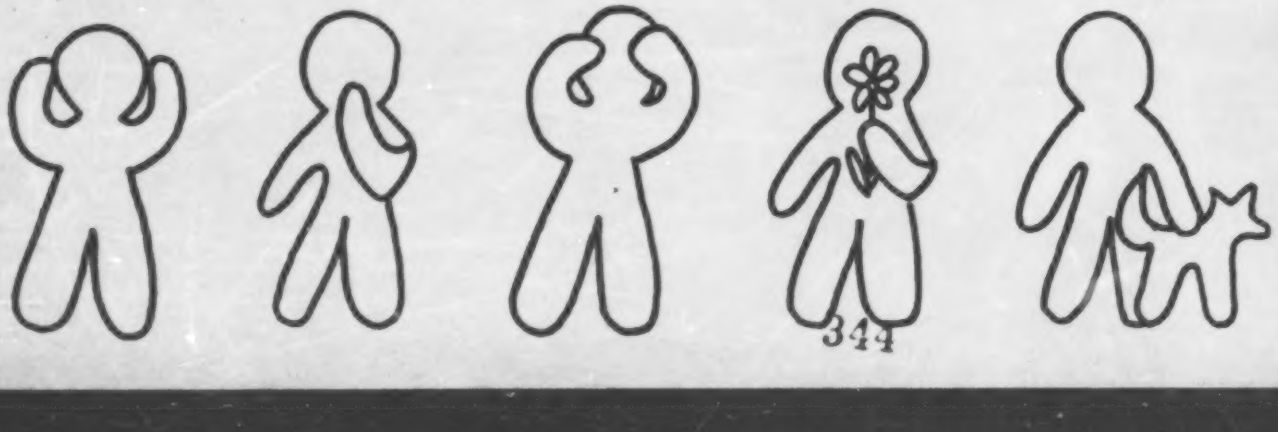
HOW WOULD YOU KNOW?

OUR SENSES TELL US THINGS.

WHICH SENSE WOULD TELL YOU WHAT THESE ARE?

WRITE HEARING, SEEING, SMELLING, FEELING OR TASTING.

1. SOFT BREAD __________.
2. HAMMERING INSIDE THE HOUSE NEXT DOOR __________.
3. HAVING YOUR LEG BROKEN ____________.
4. PIES BURNING IN THE OVEN ____________.
5. A TRAIN WHISTLE BLOWING ____________.
6. A KITE BLOWING IN THE SKY __________.
7. GETTING A TAP ON YOUR BACK __________.
8. THE SUN COMING UP ____________.
9. VEGETABLE SOUP ____________.
10. LUNCH COOKING DOWNSTAIRS ___________.
11. A FOOTSTEP IN THE HALL __________.
12. A ROAD SIGN __________.
13. YOUR HEAD HURTING __________.
14. TOO MUCH SALT ____________.



PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
SENSES

ACTIVITY:

What's An Apple?

OBJECTIVE:

The students can identify the five senses

MATERIALS:

Apples, What's An Apple? worksheet for each child.

PROCEDURE:

Tell the students that they are going to see what they can find out about apples by using their five senses.

This activity can be done with the entire class using one apple; with the class divided into small groups, each group having an apple; or with an apple for each child.

As the class goes through this activity the students should use their worksheets to record what they are learning.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
SENSES

WHAT'S AN APPLE?

1. What do you use to see with? ______________________________

2. What color is your apple? ______________________________

   Is it dull or shiny? ______________________________

3. Cut your apple open, What do you see on the inside?

   ____

   Is an apple the same color on the inside as on the outside?

   ____

4. What do you use to smell with? ______________________________

   Does this apple smell good? ______________________________

5. What do you use to hear with? ______________________________

   What are some words that would describe the noise you hear when you bite into an apple? ______________________________

6. What do you use to touch things? ______________________________

   How would you describe how the apple feels? (Warm, cool, soft, firm, smooth, bumpy, heavy, light, dry) ______________________________

7. What do you use to taste with? ______________________________

   How would you describe the taste of the apple? ______________________________

   ____

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
SENSES

ACTIVITY:

Name The Sense

OBJECTIVE:

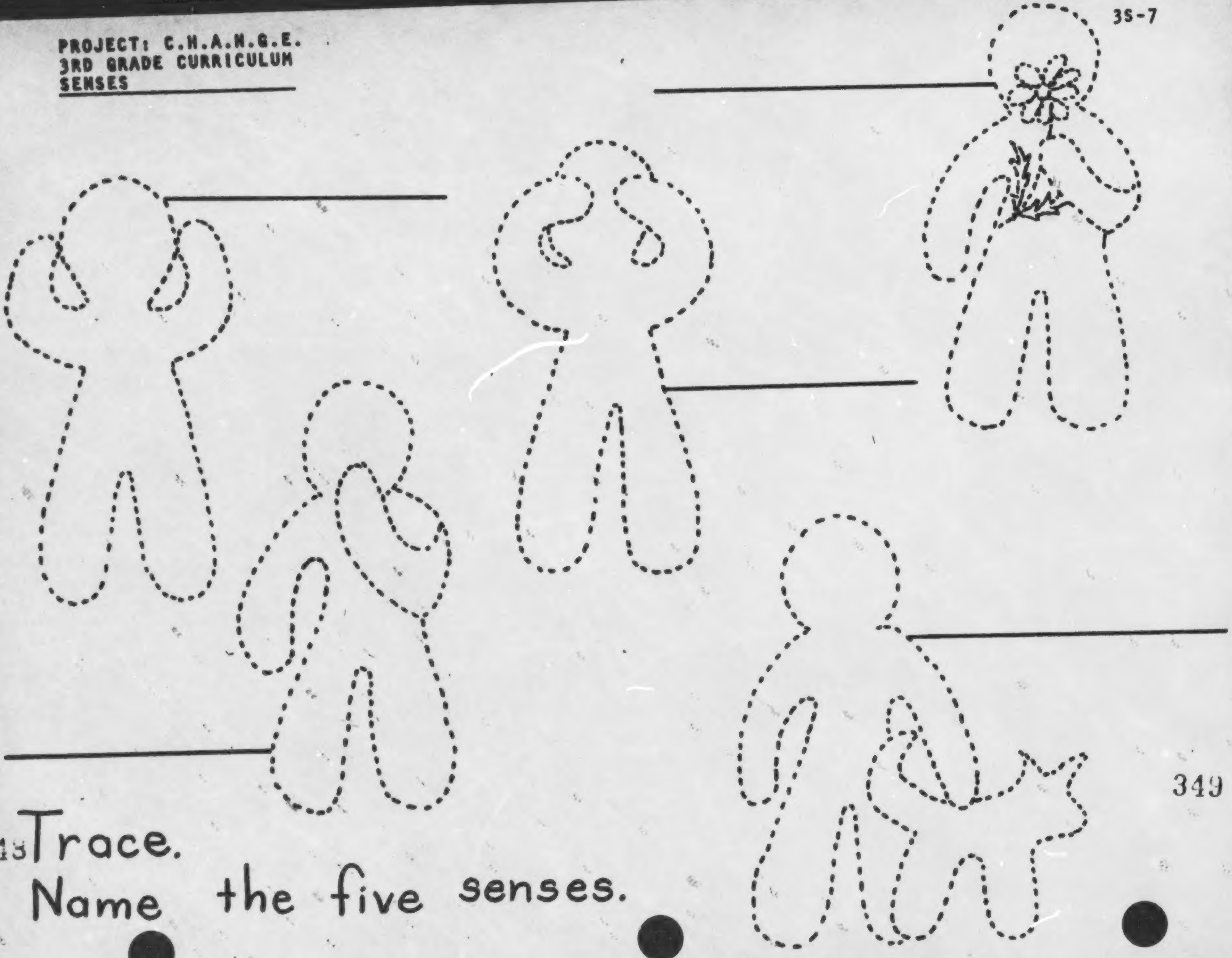
The students can identify the five senses.

MATERIALS:

Worksheet

PROCEDURE:

Have the students complete the worksheet by first tracing the figures and then indicating which sense they represent (sight, hearing, taste, touch, smell).



Trace.

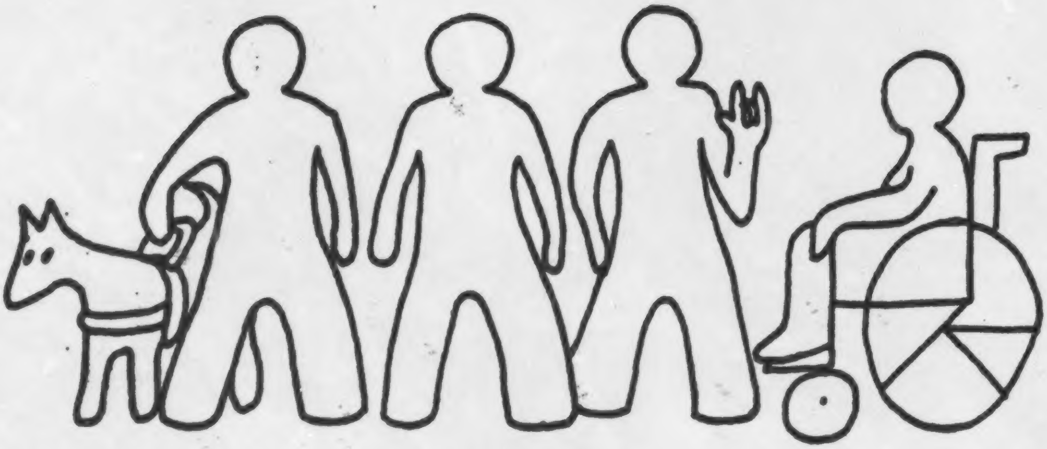
Name the five senses.

PROJECT: C.H.A.N.G.E.
THIRD GRADE CURRICULUM
SENSES

BIBLIOGRAPHY

"Eyes, Nose and All of Those". Health: Decisions for Growth. Harcourt, Brace, Jovanovich, 1976.

ACCEPTANCE OF INDIVIDUAL DIFFERENCES



PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Before focusing directly on various handicapping conditions a unit stressing and exploring the uniqueness of each individual is included. The inclusion of this unit is based on the premise that one must accept oneself before one can accept others. In this unit the students are guided in developing a sense of themselves as unique and worthwhile individuals with strengths and weaknesses leading to the capacity to view others as worthwhile individuals with strengths and weaknesses.

Included in this unit is an exploration of the area of feelings. Basic feelings are identified and the way in which they may be expressed and explored. Through an exploration of feelings and their causal effect on behavior, the students should be better able to understand individual's, societies, and their own reactions to handicapped individuals.

When teaching this unit, it is important to develop an atmosphere that encourages students to talk freely. It is important that the teacher accept all feelings. All feelings are acceptable - it is the way in which they are expressed that may be inappropriate.

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kgn.	The students can identify ways in which people are alike.	People are alike in many ways (physically, mentally, socially, and emotionally).
	The students can identify ways in which people are different.	People differ in many ways, (physically, mentally, socially, and emotionally.)
First Grade	The students can identify basic feelings and needs in themselves and others.	Everyone experiences certain basic feelings (anger, happiness, loneliness, etc.) and has certain basic needs (physical, social, & emotional

PROJECT: C.H.A.N.G.E.
INTRODUCTION: ACCEPTANCE OF INDIVIDUAL DIFFERENCES

GRADE	OBJECTIVE	CONCEPT
Second Grade	The students understand people have individual interests, talents, and abilities that make them unique.	In relation to others everyone is different in their feelings and abilities and yet share something with everyone.
	The students can identify strengths and weaknesses in themselves.	Everyone has relative strength and weaknesses.
	The students can express feelings about people who are different from themselves.	Everyone has feelings about people who are different from themselves. These feelings may be positive or negative.
Third Grade	The students understand everyone has different ways of expressing their feelings and needs.	Feelings and needs cause people to act in certain ways.
		There are several ways to express a particular feeling (anger, etc.)
		Different people express their feelings in different ways.
	The students can explain how understanding people who are different from themselves would help them to accept others.	Knowledge can remove fear.

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Book: The Quarreling Book

Objective:

The students recognize that feelings cause people to act in certain ways

Materials:

The Quarreling Book (Zolotow, Charlotte, Harper & Row New York 1963)

Procedure:

Introduce the book by asking the children if they can remember a time when they felt unhappy or cross or crabby? Let someone explain why they felt this way and how they treated other people when they felt this way. If no child can think of an example, the teacher can probably recall such an occasion. After reading the book, have the children discuss how feelings affected the way the characters in the book treated each other and think of some real life examples of this.

BROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

Feelings

OBJECTIVE:

The students understand that everyone has different ways of expressing their feelings and needs.

MATERIALS:

Art paper and crayons

PROCEDURE:

Have the students draw pictures of people expressing various feelings.

Discuss and compare various expressions of the same emotion.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

Pantomime

OBJECTIVE:

The students understand everyone has different ways of expressing their feelings and needs.

MATERIALS:

Worksheet

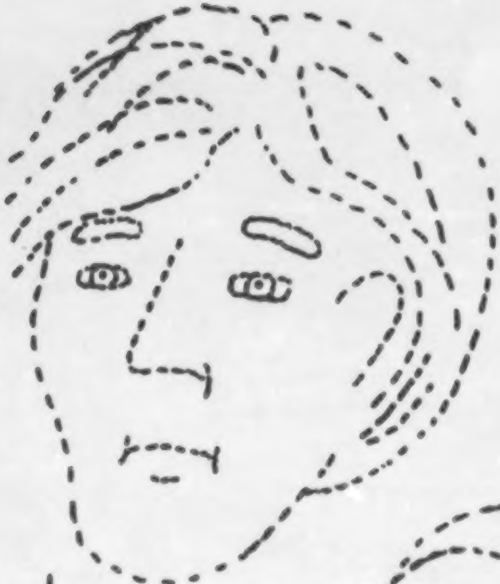
PROCEDURE:

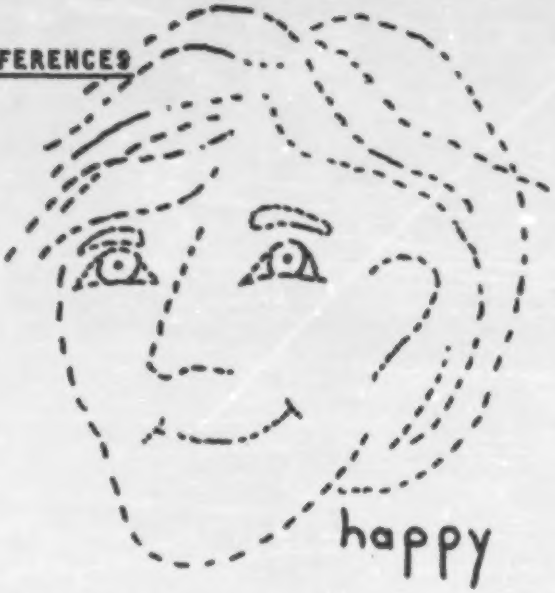
Tell the students that you can sometimes tell how a person feels by the way he looks, walks, talks and sits.

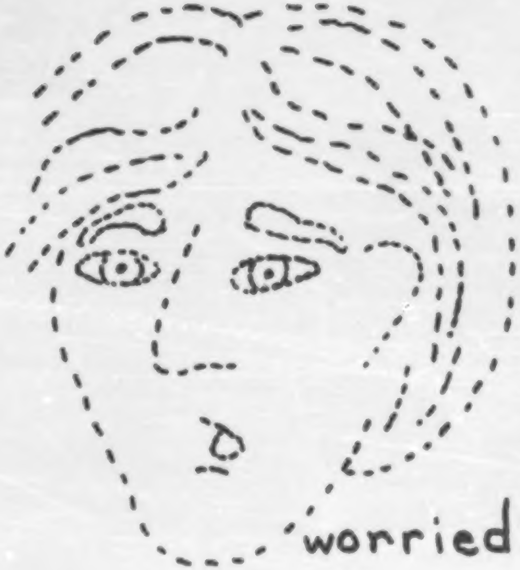
Let the students trace the faces on the worksheet.

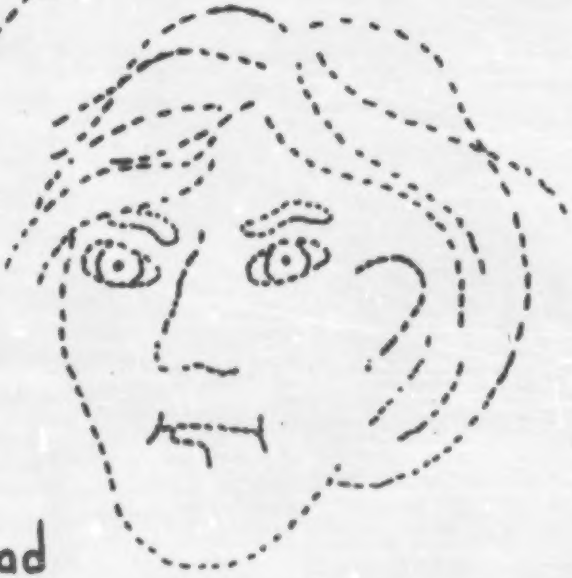
Then have the students try to pantomime various feelings.

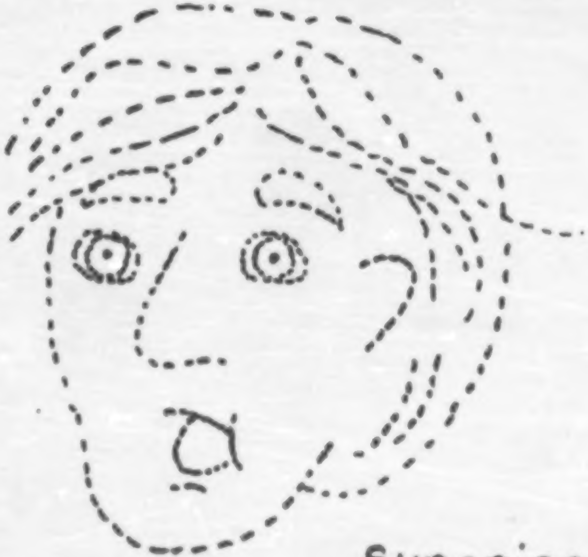
PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES


sad


happy


worried


mad


surprised

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

Showing Your Feelings

OBJECTIVE:

The students understand everyone has different ways of expressing their feelings and needs.

MATERIALS:

Worksheet

PROCEDURE:

Ask: "How might a person act if they are afraid?"

List the different reactions on the board (cry, shake, run away, get pale, hide, giggle, be to afraid to move, etc).

"How might someone act if they are excited?" (talk loudly, laugh, cry, jump up and down, etc).

Conclude that there are many ways of expressing, or showing a feeling. The way a person shows a particular feeling depends on that person.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

SHOWING YOUR FEELINGS

THERE ARE MANY WAYS TO SHOW YOUR FEELINGS.

WHEN SOMEONE IS MAD THEY MIGHT:

YELL
HIT
TELL YOU THEY ARE MAD
THROW THINGS
STAMP THEIR FEET
CRY
NOT TALK TO YOU

WHAT MIGHT SOMEONE DO IF THEY ARE GLAD?

WHAT MIGHT SOMEONE DO IF THEY ARE WORRIED?

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

ACTIVITY:

What Do You Do?

OBJECTIVE:

The students understand everyone has different ways of expressing their feelings and needs.

MATERIALS:

Worksheet

PROCEDURE:

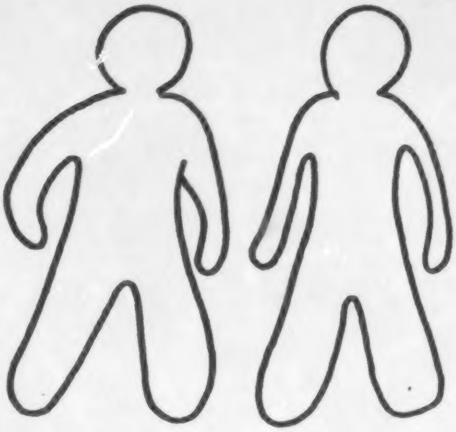
Ask the students how they know or can tell how a person feels. How do they know if you are angry, happy, etc. Elicit the response that we can hypothesize how a person feels by his actions. Caution the students that we aren't always correct about what a person feels if we base our judgement only on their actions.

Many times we have to talk to an individual to find out exactly what they are feeling.

Also discuss the fact that different people may express the same emotion differently. Anger, joy, sadness, loniliness, all emotions can be expressed in many ways.

After the discussion have the students complete the worksheet and then take time to discuss and compare their answers.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES



WHAT DO YOU DO?

1. WHAT IS SOMETHING YOU MIGHT DO IF YOU WERE MAD AT YOUR BROTHER OR SISTER?

2. HOW DO PEOPLE KNOW IF YOU ARE HAPPY?

3. WHEN DID YOU FEEL EXCITED? WHAT ARE YOU EXCITED ABOUT?

4. HOW DO YOU LET YOUR FRIENDS KNOW YOU LIKE THEM?

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Filmstrip: Finding Out About Feelings

Objective:

The students are aware that feelings cause people to act in certain ways.

Materials:

Filmstrip: Finding Out About Feelings from the series The Me I Can Be (Singer)

Procedure:

After viewing the filmstrip, discuss the following questions:

1. How did Arthur feel when he was going to school on the first day?
2. How did Arthur feel when the kids at school laughed at him?
3. How did Arthur act when he got angry?
4. What are feelings?
5. How can you tell what another person is feeling? (By the way they act - what they tell you).
6. Can we tell what a person is feeling by the way they act? (Usually - example: if a person is laughing they are usually happy, etc.)

7. What makes a person act in a certain way - laughing, crying, etc? (Their feelings).

Lead the students to the conclusion that our actions are caused by our feelings.

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Filmstrip: Liking Yourself

Objective:

The students understand there are several ways to express a particular feeling

Materials:

Filmstrip: Liking Yourself from the series Being You (Learning Tree Filmstrips)

Procedure:

After viewing the filmstrip, discuss the following questions:

1. Do all people show their feelings like anger in the same way?
2. What are some ways to express anger?
3. Are some ways of expressing feelings like anger better than other ways?
4. What is important to remember about how you express your anger? (Express it in a way so it doesn't hurt others).
5. What are some ways to safely show anger? (Be sure to distinguish between expressing the anger safely and repressing it-reassure the children it is good to express their feelings).
6. Have you ever expressed a feeling and were sorry afterward for the way you expressed it?

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

Activity:

Filmstrip: Your Very Own Feeling

Objectives:

The students understand different people express their feelings in different ways.

The students understand there are several ways to express a particular feeling.

Materials:

Filmstrip: Your Very Own Feeling from the series Being You (Learning Tree Filmstrip)

Procedure:

After viewing the filmstrip discuss the following questions:

1. What are some of the basic emotions or feelings all people have?
2. Does everyone feel exactly the same way about things?
3. Does everyone show their feelings in the same way?
4. In the filmstrip, when the teacher told the class how good their drawings were, how did some of the children act? (Tommy grinned, Keith was embarrassed, Betty giggled).

5. What are some ways children act when they are scared at night? (Hide under the covers; call their parents; turn on the lights).

6. Why do people show their feelings in different ways? (They show their feelings in a way that is best or natural for them).

The students can act out or pantomime various emotions and comparisons can be made of the various ways to express a particular emotion. The student can also tell how they would react in a particular situation. (accept all expressions of emotion without judgment).

PROJECT: C.H.A.N.G.E.
THIRD GRADE CURRICULUM
ACCEPTANCE OF INDIVIDUAL DIFFERENCES

BIBLIOGRAPHY

"Finding Out About Feelings". *Adventures in Self-Awareness: The Me I Can Be*. Society for Visual Education, 1976.

"Liking Yourself". *Being You*. Learning Tree Filmstrips, 1975.

"Your Very Own Feelings". *Being You*. Learning Tree Filmstrips, 1975.

Zolotow, Charlotte. *The Quarreling Book*. New York: Harper and Row, 1963.

BLINDNESS

PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: BLINDNESS

The first disability studied by the students is blindness. Blindness is legally defined as: visual acuity of 20/200 or less in the better eye with proper correction or a limitation in the field of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees. This means that the legally blind person can read at 20 feet what a person with normal vision can read at 200. The majority of legally blind people have some sight. This may be light perception, the ability to see large objects, or in a few cases, the ability to read when the print is held close to the eyes.

The study of blindness at the primary level focuses on three major topics:

1. Definition (blindness is defined as the loss or impairment of sight at this level.)
2. Areas of difficulty or special needs of the blind: mobility (difficulties arise with the encounter of stairs, new surroundings, transportation, traffic, elevators, ramps, escalators, weather, etc.) education (difficulties are due to the inability to read printed material) basic self-reliance skills (eating, family care, personal hygiene, dressing, shopping, food preparation, handling finances and clothes selection) hazards (fire, natural disasters, unexpected obstacles), employment choice, and social and recreational activities.
3. Ways of coping with the disability of blindness (guide dogs, development of all other senses to a higher degree than usual, canes, special watches, braille typewriter, tapes, styllus, modification of home environment, special computerized devices, etc.)

The objectives and concepts studied in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of blindness.	Blindness means the loss or impairment of sight.
First Grade	The students understand and can state the definition of blindness.	Blindness means the loss or impairment of sight.
Second Grade	The students can identify special problems and needs of blind people.	Blind people have special needs and problems resulting from their handicaps (difficulty crossing streets, eating, etc.)

GRADE	OBJECTIVE	CONCEPT
Third Grade	The students can identify ways of dealing with the problem of being blind.	There are many devices and methods that can be used to cope with the problems resulting from being blind (Braille, mobility dogs, canes, etc.)

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: BLINDNESS

ACTIVITY:

Simulation Activity

OBJECTIVE:

The students can identify ways of dealing with the problem of being blind.

MATERIALS:

Paper cups, water, blindfolds.

PROCEDURE:

Discuss with students why it would be difficult for a blind person to fill a paper cup with water. Elicit possible solutions to the problems from the group. Then demonstrate the way blind people actually do fill a cup. (Put this cup on a table; hold it and put your index finger into the cup. Slowly pour the water into the cup until you feel it or your finger.) Allow some of the students to try this technique while blindfolded.

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Simulation Experience - Walking With a Guide

Objective:

The students know the correct way to guide a blind person

Materials:

Blindfolds

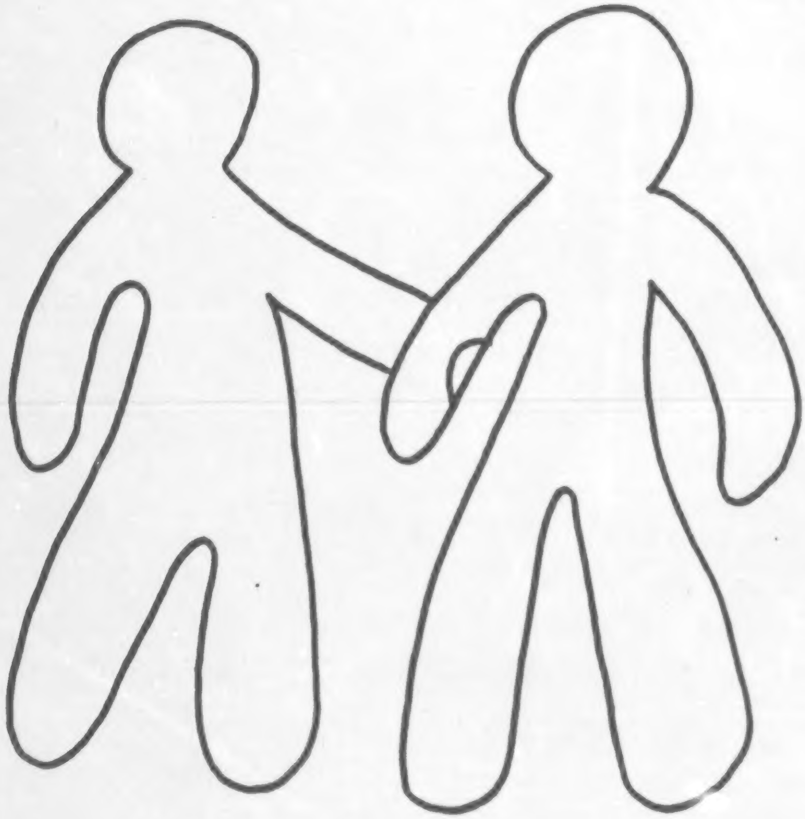
Procedure:

Review with the students, mobility and orientation problems experienced by people who are blind (crossing streets, stepping on and off curbs, finding doorways, avoiding tripping over objects, finding specific locations, etc.) Then tell the students that sometimes a person who can see will guide a blind person. Blindfold one of the children and choose another child to be a guide allowing them to move around in whatever way they choose. Then show the pair of students the correct way to guide a blind person (the blind person should place their hand on the guide's arm above the elbow and then walk one-half step behind the guide at a normal pace). After having the original pair of students demonstrate this technique, have the entire class pick partners and practice (one student of each pair being blindfolded). Have the students reverse roles after a short time. After practising this technique, discuss with the students:

1. How did it feel to be blindfolded? To be a guide?

2. How did you know where you were?

How To Be A Guide



Let the blind person put their hand on your arm.
They will put their hand above your elbow.
The blind person will walk one-half step behind you.

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Simulation Experience - Walking With A Cane

Objective:

The students are aware of how blind persons use a cane to orient themselves

Materials:

Prescription cane or yardstick, dowel, or other stick which could be used to simulate a cane

Procedure:

Review with the students mobility and orientation difficulties experienced by blind people (crossing streets, stepping on and off curbs, finding doorways, avoiding tripping over objects, finding specific locations, etc.) Tell the students that the most common travel aid for blind people is the prescription (or long) cane. Explain that it is called a "prescription cane" because the length is prescribed to fit the users height, length of stride, and comfort (the length is usually equal to the distance from the floor to the middle of the user's chest). The students could measure themselves for a prescription cane.

Explain that the cane is used by moving it rhythmically in a three foot arc in front of the body; this assures a soft space for the next foot step. Through the use of this technique, the user can find obstacles, feel an incline, and locate the curb of a sidewalk. Usually, the cane is used out-of-doors or in an unfamiliar indoor area. The shaft is usually white or shiny aluminum so that it can be easily seen by others and identifies the user as being visually impaired.

Demonstrate how the cane is used and allow the students to practice using it.

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Filmstrip: Zora, The Guide Dog

Objective:

The students are aware of what seeing-eye dogs do and how they are trained

Materials:

Filmstrip: Zora, The Guide Dog (Educational Activities, Inc.)

Procedure:

After viewing the filmstrip, discuss the following questions:

1. Whey are puppies tested before they are trained to become guide dogs?
2. How was Zora trained to be a guide dog? What was she taught?
3. How does Zora know when it is time to work?

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: BLINDNESS

ACTIVITY:

Reading and Writing Braille

OBJECTIVE:

The students can identify what Braille is and are familiar with how to read and write it.

MATERIALS:

Braille alphabet cards, Braille slate and stylus, worksheets

PROCEDURE:

Ask the students why people who are blind can't read books like they do. Explain that blind people can read using their hands. Show the braille alphabet cards and allow the students to feel them. Then introduce the braille slate and stylus explaining that it is the equivalent of a pen or pencil. Demonstrate how it is used and then allow the students to use it. To use the slate and stylus clamp a piece of paper between the plates of the slate. Then use the stylus to punch holes in the appropriate part of the cell. It is necessary to punch the mirror image of what you read on the front of the card, starting in the upper right corner so that the raised side on the back of the paper can be read left to right when the paper is turned over. If a braille slate and stylus are not available simulated materials can be made by pushing a pencil point or a nail through paper or oak tag. The students can then feel the surface of the reverse side of the paper to help them understand braille.

Tell the students that braille is used not only in books. It is also used on elevator buttons, playing cards, watches, kitchen appliances etc.

After the students have had an opportunity to look at the braille stylus and slate give the students the braille alphabet and secret message worksheet to figure out.

Braille Alphabet

a	b	c	d	e	f	g
⠁	⠃	⠉	⠙	⠑	⠋	⠛
h	i	j	k	l	m	n
⠓	⠊	⠚	⠅	⠇	⠍	⠝
o	p	q	r	s	t	u
⠕	⠏	⠟	⠗	⠎	⠞	⠥
v	w	x	y	z		
⠧	⠺	⠭	⠽	⠵		

⠺⠓⠑⠝ ⠊⠎ ⠊⠞ ⠃⠁⠙
_ h _ n   _ s   _ _   b _ d

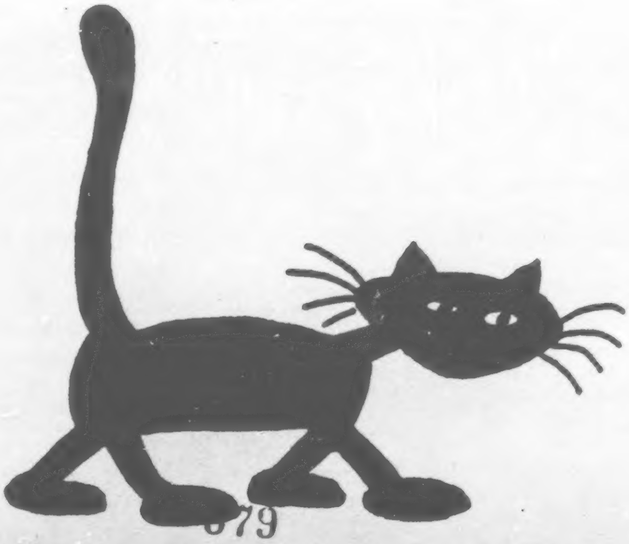
⠇⠥⠉⠅ ⠞⠕ ⠓⠁⠧⠑ ⠁
_ u c _   t _   _ _ v _   _

⠃⠇⠁⠉⠅ ⠉⠁⠞ ⠋⠕⠇⠇⠕⠺
_ l _ c k   _ a _   f _ _ _ o _

⠽⠕⠥
_ _ u

⠺⠓⠑⠝ ⠽⠕⠥ ⠁⠗⠑ ⠁
W _ _ n   _ _ u   _ r _   _

⠍⠕⠥⠎⠑
_ o _ s _



PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: BLINDNESS

ACTIVITY:

What Surprised you?

OBJECTIVE:

The students can identify ways of dealing with the problem of being blind.

MATERIALS:

Worksheet.

PROCEDURE:

Have the students complete the worksheet and then discuss their answers.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: BLINDNESS

WHAT SURPRISED YOU?

BLIND PEOPLE CAN DO ALMOST EVERYTHING YOU CAN DO BUT THEY MAY NOT DO IT THE SAME WAY. WHAT HAVE YOU LEARNED BLIND PEOPLE CAN DO THAT SURPRISED YOU ?

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: BLINDNESS

ACTIVITY:

Puzzle

OBJECTIVE:

The students can identify ways of dealing with the problem of being blind.

MATERIALS:

Worksheets

PROCEDURE:

Ask the students to name as many things as they can think of that would help blind people.

The list should include:

- Canes
- Guide Dogs
- Braille alphabet
- Braille markings on: elevator buttons, playing cards, watches, clocks, kitchen appliances etc.
- Guides
- Leaving furniture in same place (so blind person knows where it is)
- Bell signals in elevators to signal when the elevator is ready

After the discussion have students work on puzzle.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: BLINDNESS

A PUZZLE FOR YOU

ACROSS

1. COLOR OF CANE USED BY BLIND PEOPLE.
2. YOU SEE WITH YOUR ____________.
3. IF YOU CAN'T SEE YOU ARE ___________.
4. STICK BLIND PEOPLE USE TO FEEL WHAT IS IN FRONT OF THEM.
5. YOU USE YOUR EYES TO _____________.

DOWN

3. SPECIAL LETTERS MADE WITH BUMPS.
6. ANIMAL THAT HELPS BLIND PEOPLE.

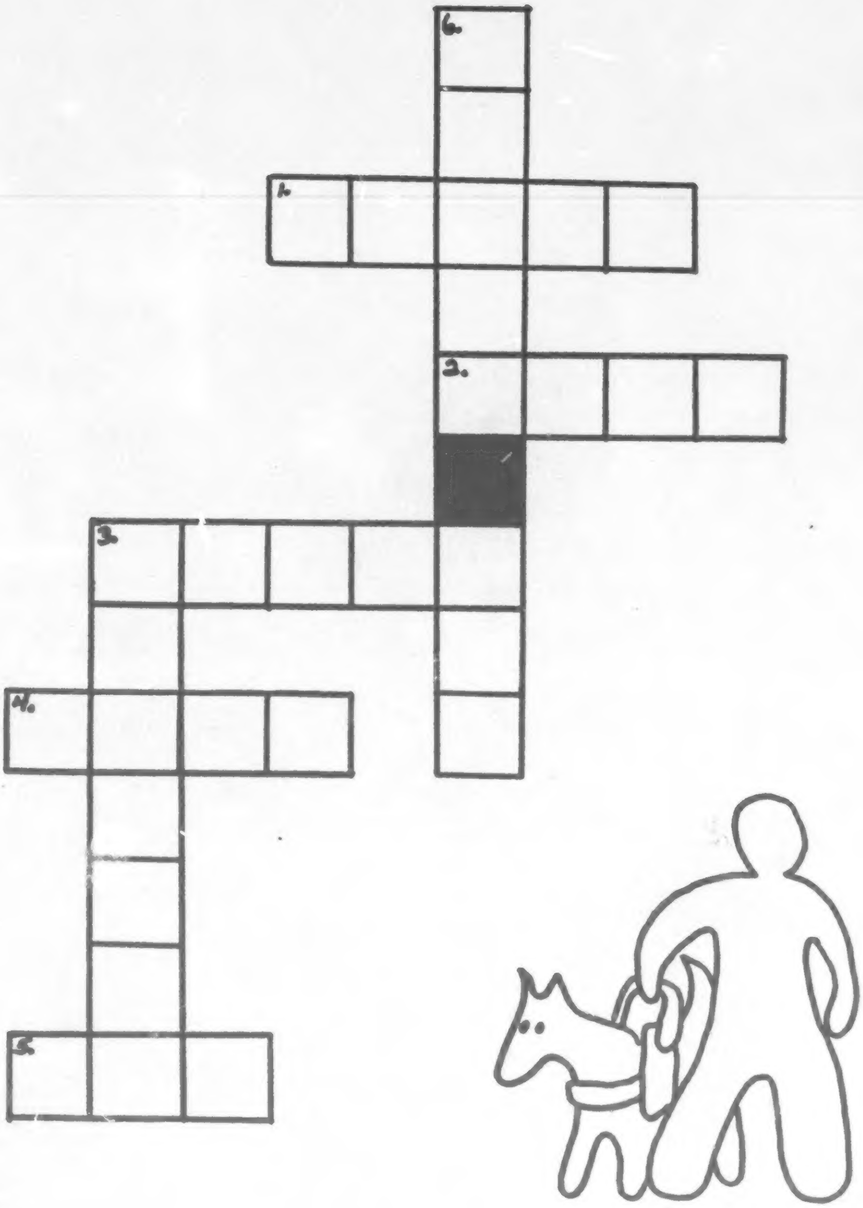
BLIND
WHITE
CANE

BRAILLE
SEE
EYES

GUIDE DOG

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: BLINDNESS

A Puzzle For You



PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: BLINDNESS

ACTIVITY:

Poster Contest

OBJECTIVE:

The students can identify ways of dealing with the problems encountered by blind people.

MATERIALS:

Art paper, crayons

PROCEDURE:

Review with the students what problems are encountered by blind people because of their blindness and ways that they can deal with these problems. Then have each student make a poster showing a blind person (they could be using a guide dog, cane, walking with a guide, reading braille, etc.).

Discuss the format for posters (slogan and picture). Someone could be invited to judge the posters and pick out the three best or they could all be displayed somewhere in the school building or in local stores.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: BLINDNESS

ACTIVITY:

Speaker

OBJECTIVE:

The student can identify ways of dealing with the problem of being blind.

MATERIALS:

None

PROCEDURE:

Invite a blind person to visit the classroom so that the students will have a first hand experience with a person who is blind. The speaker could show the students some of the aids and methods used to compensate for blindness (braille, guide dog, etc.). An individual with a guide dog would be very exciting for the students.

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
DISABILITY: BLINDNESS

Activity:

Filmstrip: I Am Blind

Objectives:

The students can identify ways of dealing with the problem of being blind

Materials:

Filmstrip: I Am Blind from the series: Why Am I Different (Barr Films)

Procedure:

Explain that this filmstrip is about Kathy who is blind. Ask the children to watch for special problems, [illegible] Kathy may have and how she learns things or solves these problems. During the discussion, after the filmstrip, review and discuss the following points:

1. You learn most things by looking - people receive most of their information through their eyes. If you can not see, you perceive the world and it's contents through your other senses.
2. Discuss the meaning of Kathy's statement: "It's (blindness) just a big nuisance you have to deal with......"
3. In her daily life, Kathy encounters and has to deal with certain problems sighted people do not have-

ask the children to identify some of these (being able to see the shape of letters, tripping over things on the floor, bumping into doors, knowing the size of a diving board, find the first branch of a tree when climbing it, etc.) Discuss how she deals with these problems.

4. Explain the section of the filmstrip which shows what people with vision problems actually can see.

5. Define and discuss the term mobility training.

6. Discuss the fact that people may feel nervous about going up to a blind person and the statement that blind people should be treated like everyone else.

PROJECT: C.H.A.N.G.E.
THIRD GRADE CURRICULUM
DISABILITY: BLINDNESS

BIBLIOGRAPHY

"I Am Blind". *Why Am I Different?* Barr Films, 1978.

"Zora, the Guide Dog". Educational Activities Inc., 1973.

DEAFNESS

PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION - DISABILITY: DEAFNESS

People are considered deaf if their hearing is non-functional in understanding even amplified speech. Deafness is the most debilitating disability. It isolates individuals from their fellows making of them creatures alone in our highly dependent society. As an infant, the deaf person was unable to hear the mother's lullabye; as a child the teacher's instructions, and as an adult another's words of love. Silence is all that is heard by the deaf.

At the primary level, three major topics are included in the study of deafness:

1. Definition (a deaf person is one whose sense of hearing is non-functional for the ordinary purposes of life).
2. Areas of difficulty or special needs of the deaf: communication, education, hazards (fire, traffic) social and recreational activities, employment, etc.
3. Ways of coping with the disability of deafness; hearing aids, sign language, (American Sign Language is the typical language deaf people use when coversing among themselves. It has a grammatical structure, like Chinese), finger spelling (the use of a manual alphabet which consists of a single hand configuration for each letter of the English Alphabet to spell words), Manual English (a combination of signs and fingerspelling which adheres closely to grammatical structure), lipreading, special mechanisms attached to telephones and T.V.s and special devices for jobs (computers with print-outs for language, etc.

The objectives and concepts for this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of deafness.	Deafness means the loss or impairment of hearing.
First Grade	The students understand and can state the definition of deafness	Deafness means the loss or impairment of hearing.
Second Grade	The students can identify special problems and needs of deaf people.	Deaf people have special needs and problems resulting from their handicap (communication, etc.)
Third Grade	The students can identify ways of dealing with the problem of being deaf.	There are many devices and methods that can be used to cope with the problems resulting from being deaf (finger spelling, etc.)

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Filmstrip: Rosa

Objective:

The students can identify ways deaf people can communicate non-verbally.

The students are familiar with hearing aids.

Materials:

Filmstrip: Rosa, from the series: What Is A Handicap? (BFA)

Procedure:

After viewing the filmstrip, discuss the following questions:

1. What is the difference between being hard of hearing and being deaf? (More sounds are heard by people who are hard of hearing than by people who are deaf. Those who are hard of hearing can usually hear all the vowels and some consonants. Those who are deaf hear some or no vowels and no consonants.)
2. What are ways that deaf or hard of hearing people can use to help them communicate? (Lip-reading, sign language, fingerspelling and hearing aids).
3. Why does Rosa have trouble learning to speak? How does her voice sound?

4. Why does Rosa sit at the front in her classroom? Why does her teacher face her when he speaks to her?

5. Rosa's teacher said the word oceans in three different ways when he spoke to Rosa: "oceans, water, and blue areas". Why do you think he used three different ways?

6. How does Rosa's speech therapist help her?

7. If Rosa were in class, how could you make sure you could both understand each other?

8. Why is it difficult to use lip reading to understand what a person is saying? (Usually, it is only possible to understand about 1/2 of what the other person is saying).

There are three worksheets that can be used after viewing this filmstrip. (See attached)

What Is A Handicap?

Rosa

Individual

You are going to find out what it's like to have trouble hearing.

ROSA: GETTING THE FACTS

"Take . . . book . . ." Those were the only two words you could understand when your teacher gave the class an assignment. Suppose you are hard of hearing. You cannot hear everything people say and what you can hear may not sound clear to you. You have to work hard to understand most people. Reading their lips helps you understand about half of what people say. You watch them carefully to see what shapes their mouths make when they say words. Sometimes your hearing aid helps. That's equipment you wear to improve your hearing. But when the classroom is noisy, your hearing aid makes you hear all that noise, too. There are many things you've missed hearing. You can't hear the sound of your own voice. That is why you speak differently than most people. Sometimes other people laugh at you when you speak. They don't know you are hard of hearing until they see your hearing aid. You have learned how to talk with your friends in sign language. You use your hands to make signs that let people know what you want to say. Because you have trouble hearing, they talk to you in sign language also. You are learning how to make your voice sound clearer. You can read, play games, and do many other things your friends do.

Now that you know what it's like to have trouble hearing, write your answer to this question:

If you were hard of hearing, how would you want other people to treat you?

BFA Educational Media

What Is A Handicap?

Rosa

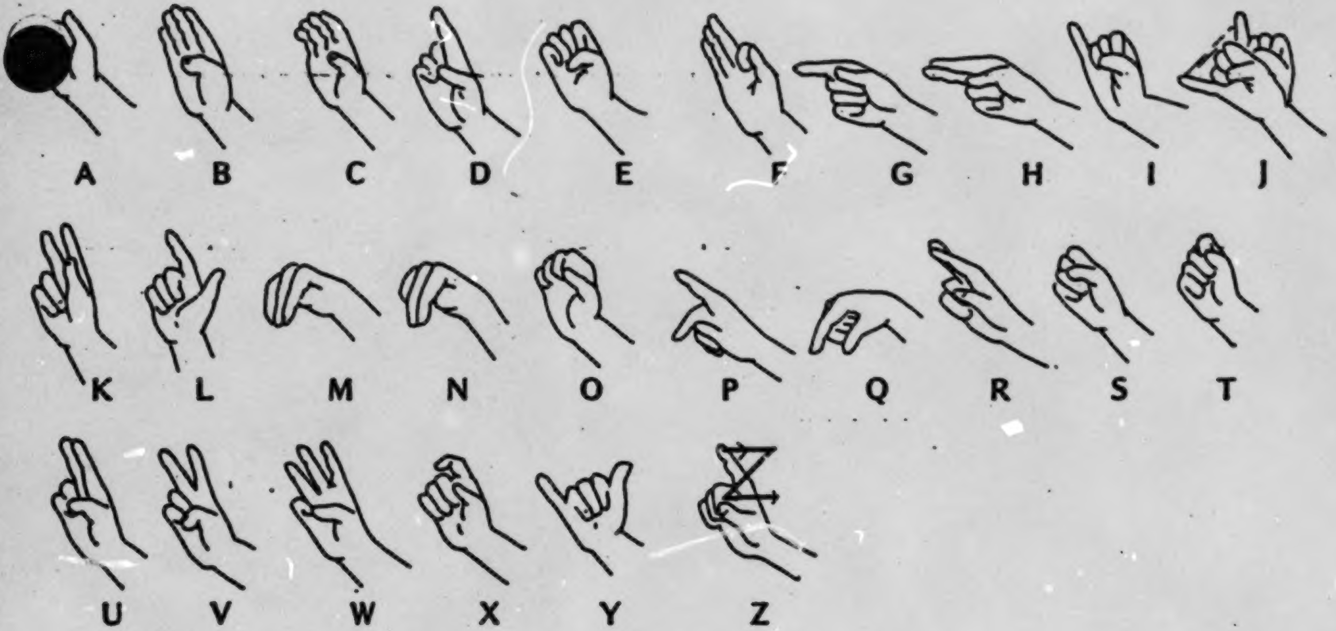
Group

FINGER SPELLING

People who are deaf can use their fingers to spell words they want to tell other people. There is a special alphabet for finger spelling. It is called the hand alphabet. It shows how to position your fingers for each letter of the alphabet.

1. Study the hand alphabet positions.
2. Practice these words and sentences:
   Hello
   How are you?
   I want to be your friend.
3. Work with a friend. Use finger spelling to communicate. Think of words and sentences you want to say in finger spelling.

The Hand Alphabet



BFA Educational Media

What Is A Handicap?

Rosa

Individual

ACTIONS AND SOUNDS

There are many things a person who is hard of hearing or deaf *can* do. Think of some things you can list. You could start your list like this:

WHAT PEOPLE WHO HAVE TROUBLE HEARING CAN DO

1. write
2. play handball
3.
4.
5.
6.
7.

There are many sounds that people who are deaf have missed. List sounds people with this handicap *cannot hear*. Here are some sounds to start you list:

SOUNDS PEOPLE WHO ARE DEAF CANNOT HEAR

1. bell
2. wind
3.
4.
5.
6.
7.

Share your lists with the teacher or a friend.

BFA
Educational
Media

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

Sign language and finger spelling.

OBJECTIVE:

The students become familiar with the techniques of sign language and finger spelling and their use by deaf persons.

MATERIALS:

Books:
Handtalk
Ben's Quiet World

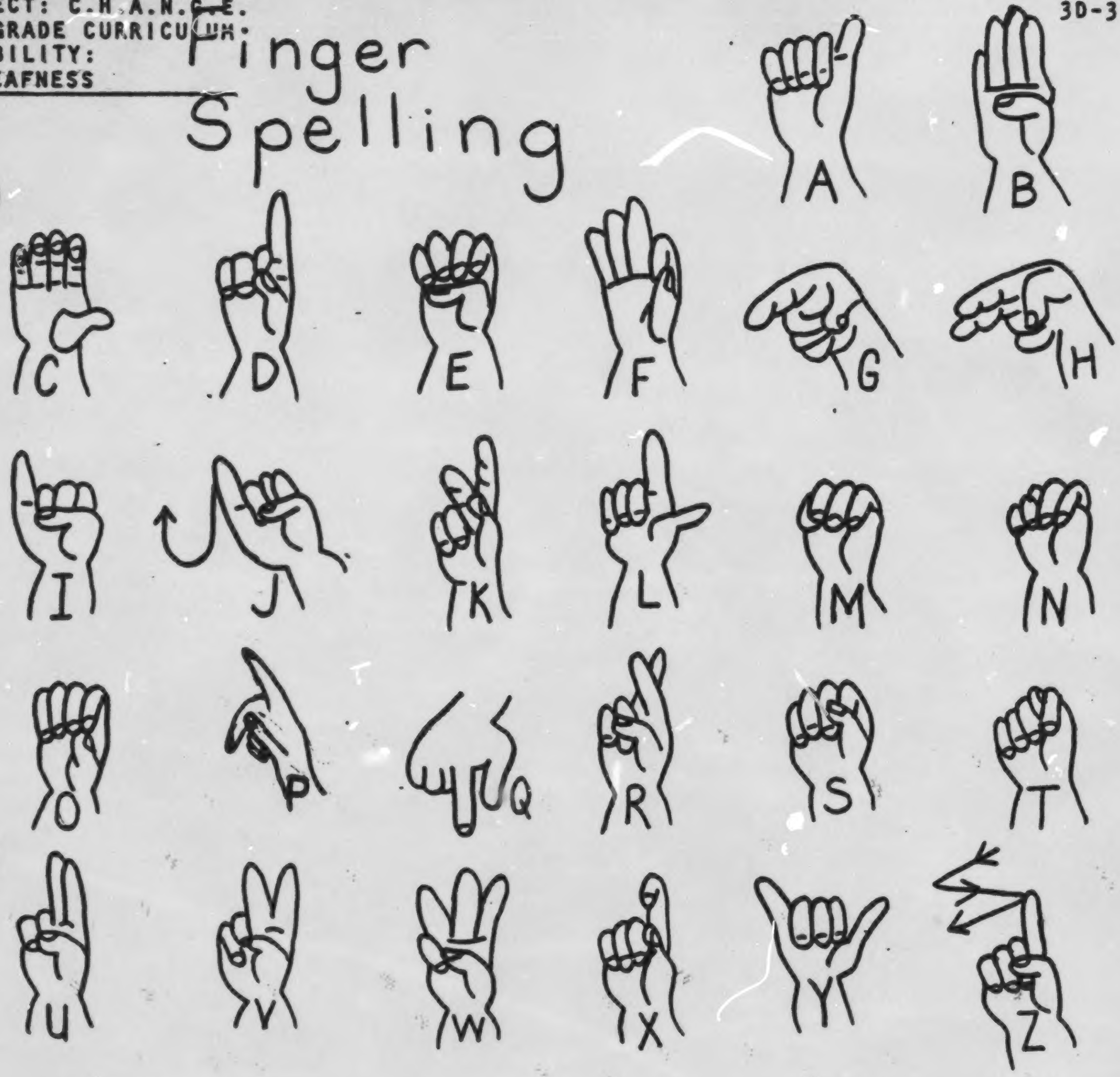
Books using signed English:
Jack and the Beanstalk, I Am A Kitten, Mealtime at the Zoo, Baby's Animal Book, At Night, The Things I like to Do., Nursery Rhymes, etc.

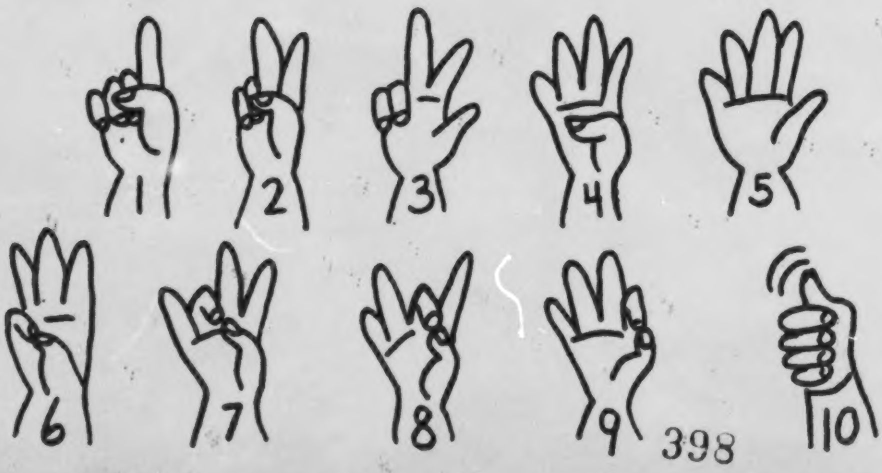
PROCEDURE:

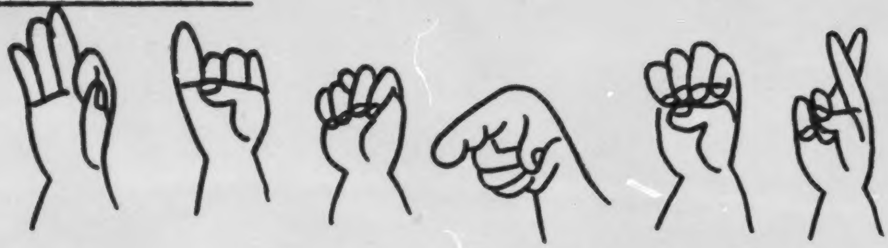
Ben's Quiet World and Handtalk are good books to use to introduce this lesson. Be sure that the students understand the difference between sign language and finger spelling. Sign language is a communication system in which a single gesture stands for a single word. Finger spelling is a system in which each letter of the alphabet is represented by a different hand position. Deaf people often use a combination of both systems. Allow the students to try both systems of communication working in pairs, small groups, or as a whole class activity. Also allow the students opportunity to examine the books using signed English. These books are designed for parents to read to their deaf children. It shows them the correct sign to use when reading the story.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM:
DISABILITY:
DEAFNESS

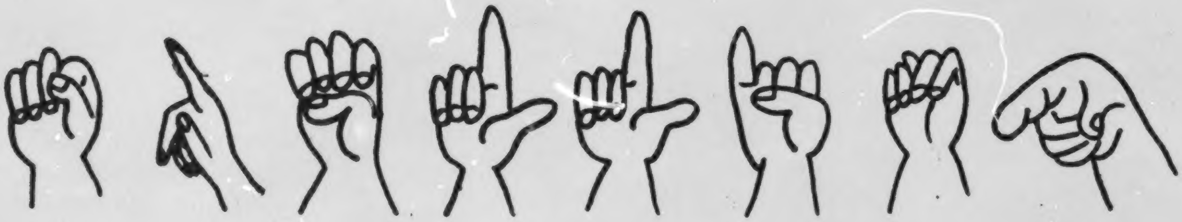
Finger Spelling


A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

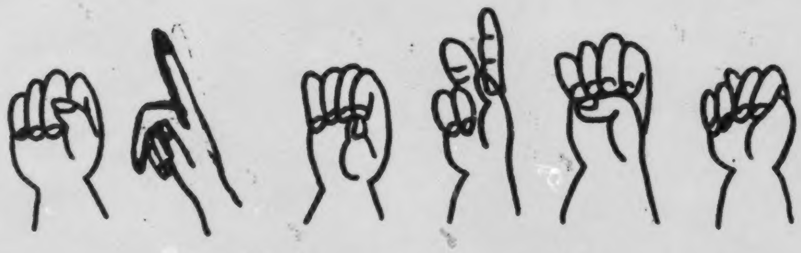

1
2
3
4
5
6
7
8
9
10



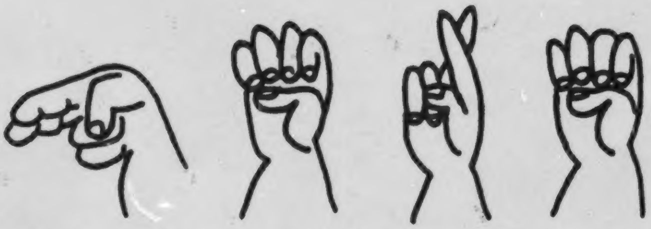
___ ___ n ___ ___ r



___ p e ___ ___ i n ___



s ___ ___ k ___ n



h ___ r ___

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS

ACITIVITY:

Your Name in Sign Language

OBJECTIVE:

The students understand ways of dealing with deafness.

MATERIALS:

Finger spelling alphabet

PROCEDURE:

Explain that a name in sign language is made by taking the first letter of a person's name and finger spelling it to the side of your forehead if you are a boy, or to the side of your chin if you are a girl. Have the students practice signing their names. If there is more than one person with the same initial, the letter can be signed on the elbow, chest, shoulder, hair, ear, etc.

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
DISABILITY: DEAFNESS

Activity:

Game: Keep Quiet

Objective:

The students become famuliar with sign language

Materials:

Game: Keep Quiet (Kopptronix Co.)

Procedure:

Keep Quiet is a sign language crossword game. Have the students play it individually or in small groups.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

Lipreading

OBJECTIVE:

The students become familiar with lipreading and its' use by deaf persons.

MATERIALS:

None

PROCEDURE:

Explain that one method deaf people may use to help them understand speech is lipreading. Ask what they think lipreading is. Demonstrate this technique by mouthing without speaking some simple direction like: "stand up" or "raise your hand." Ask simple questions like "How old are you?" or "Where do you live?" Working in pairs or small groups, have the students try lipreading.

After trying this technique, help the students evaluate it as a means of communication. Guide them in realizing how difficult it is to understand many words.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

Learning To Talk

OBJECTIVES:

The students understand how difficult it is for deaf people to learn to talk.

The students know how deaf persons learn to talk.

MATERIALS:

None

PROCEDURE:

Ask the students if they have a younger brother or sister who is learning how to talk. Discuss how babies learn to talk by imitating what they hear. Then point out how difficult it is for a deaf or hearing impaired child to learn to talk.

Explain that speech therapists teach deaf and hearing impaired children how to talk. Deaf children learn to talk and make sounds correctly by carefully watching how the speech therapist's face, mouth, tongue, and lips look when a particular sound or word is made. Deaf people also try to feel the vibration's that sounds make by feeling the therapist's throat, face, or nose. They then try to make a sound or word that will produce the same vibrations.

Have the students feel first their own throat when saying a word and then another students throat. Have them try to discover other places they can feel the vibrations (chest, top of the head, back of the neck). Ask if a high sound makes a different vibration or feels differently than a low sound.

Try to teach the students a word.

1) Hum the word baby without moving your jaw, lips, or tongue. Direct them to copy you. Have them touch your throat and each others to feel the vibrations.

2) Hum the word, clapping the syllables.

3) Mouth the word without making any sound and have the students imitate this.

4) Have the students put the humming and mouthing together to see if they can identify the word. Try other words.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

Hearing Aids and Devices

OBJECTIVE:

To become familiar with hearing aids and other devices which help deaf people compensate for their hearing loss.

MATERIALS:

Worksheet for activity, hearing aids

PROCEDURE:

Explain the purpose of a hearing aid to the students. Tell them that a hearing aid helps people to hear better. It's similar to turning up the volume on a radio or television - it makes sounds louder. Without hearing aids deaf people may be able to hear no sound or only very loud sounds while with the hearing aid they may be able to hear people talking.

Explain that a hearing aid does not restore normal hearing, it merely allows the wearer to hear more sounds. Discuss how a hearing aid works. Explain that the microphone picks up sounds which are then made louder by the amplifier inside the hearing aid. The sounds are then carried through the wires to the earpiece. The amplifier is powered by batteries.

If possible obtain a hearing aid and allow the students to examine it. Discuss the body aid and eye glass hearing aids on the worksheet.

Tell the students that there are many other devices that the deaf person can use to help themselves.

Some of these are:

Captioned films and captioned or signed television programs.

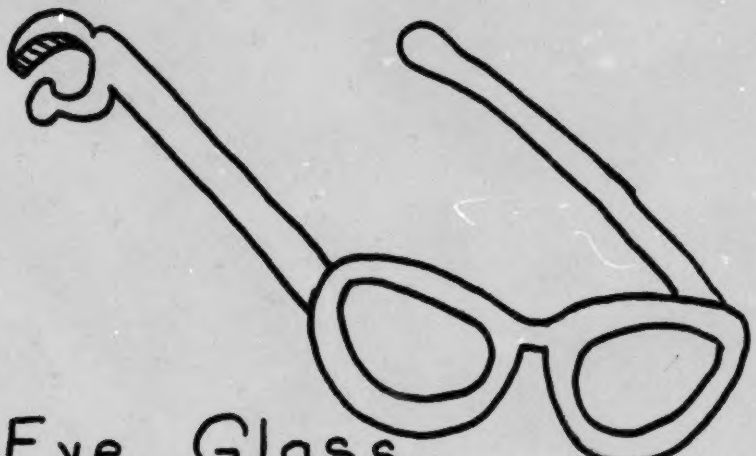
Teletypewriters (a special machine which can be attached to the telephone)

Amplifiers on telephones

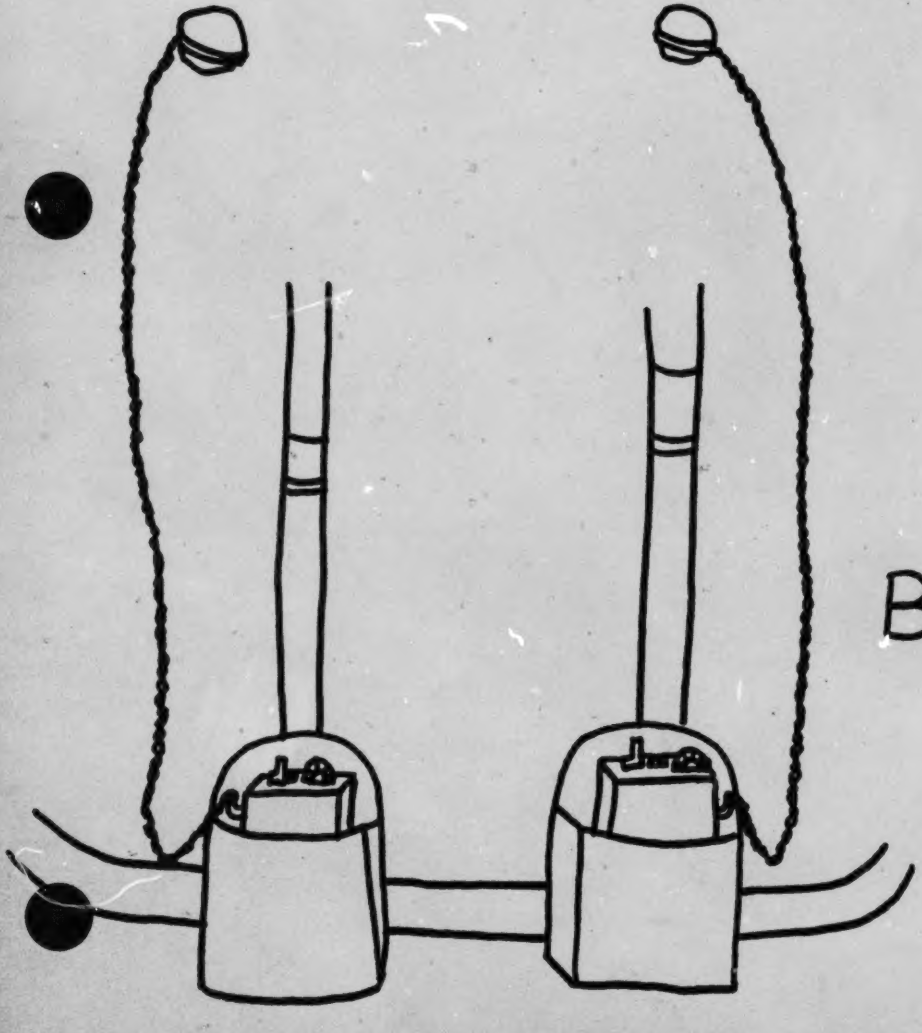
Light signals in homes that tell deaf people when a doorbell or telephone rings, when a baby is crying, etc.

Flashing lights for fire alarms.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS



Eye Glass
Hearing Aid



Body Aid

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

Word Hunt

OBJECTIVE:

The students can identify ways of dealing with the problem of being deaf.

MATERIALS:

Worksheet

PROCEDURE:

Review with the students the various ways deaf people can deal with the problem of being deaf (sign language, lip reading, hearing aid, finger spelling, flashing light signals for phones ringing, babies crying etc., captioned T.V. programs and movies, teletypewriters etc.

Then have the students complete the Word Hunt Worksheet.

Word Hunt

sign language

ears

lip reading

hear

hearing aid

talk

deaf

sound

finger spelling

e	x	c	v	w	e	a	r	s	d	b	z	f	m
z	n	i	i	d	s	z	k	d	z	x	h	z	h
l	i	p	r	e	a	d	i	n	g	r	e	v	m
n	o	a	z	a	f	a	m	z	x	i	a	b	x
v	b	d	t	f	c	h	b	h	e	a	r	c	e
f	i	n	g	e	r	s	p	e	l	l	i	n	g
o	w	i	o	a	f	d	z	a	m	x	n	k	t
l	s	i	g	n	l	a	n	g	u	a	g	e	r
b	a	d	e	f	o	z	u	z	e	x	a	n	x
t	a	h	t	a	l	k	w	d	z	l	i	z	r
u	r	e	w	c	s	z	l	w	b	z	d	z	s
z	f	z	m	s	o	u	n	d	x	n	t	s	v

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

Can You Find the Gold

OBJECTIVE:

The students are aware of problems encountered by deaf people and ways to deal with them.

MATERIALS:

Worksheets

PROCEDURE:

Review with the students some of the methods deaf people use to compensate for their loss of hearing.

Then direct the students to complete the worksheets helping if necessary.

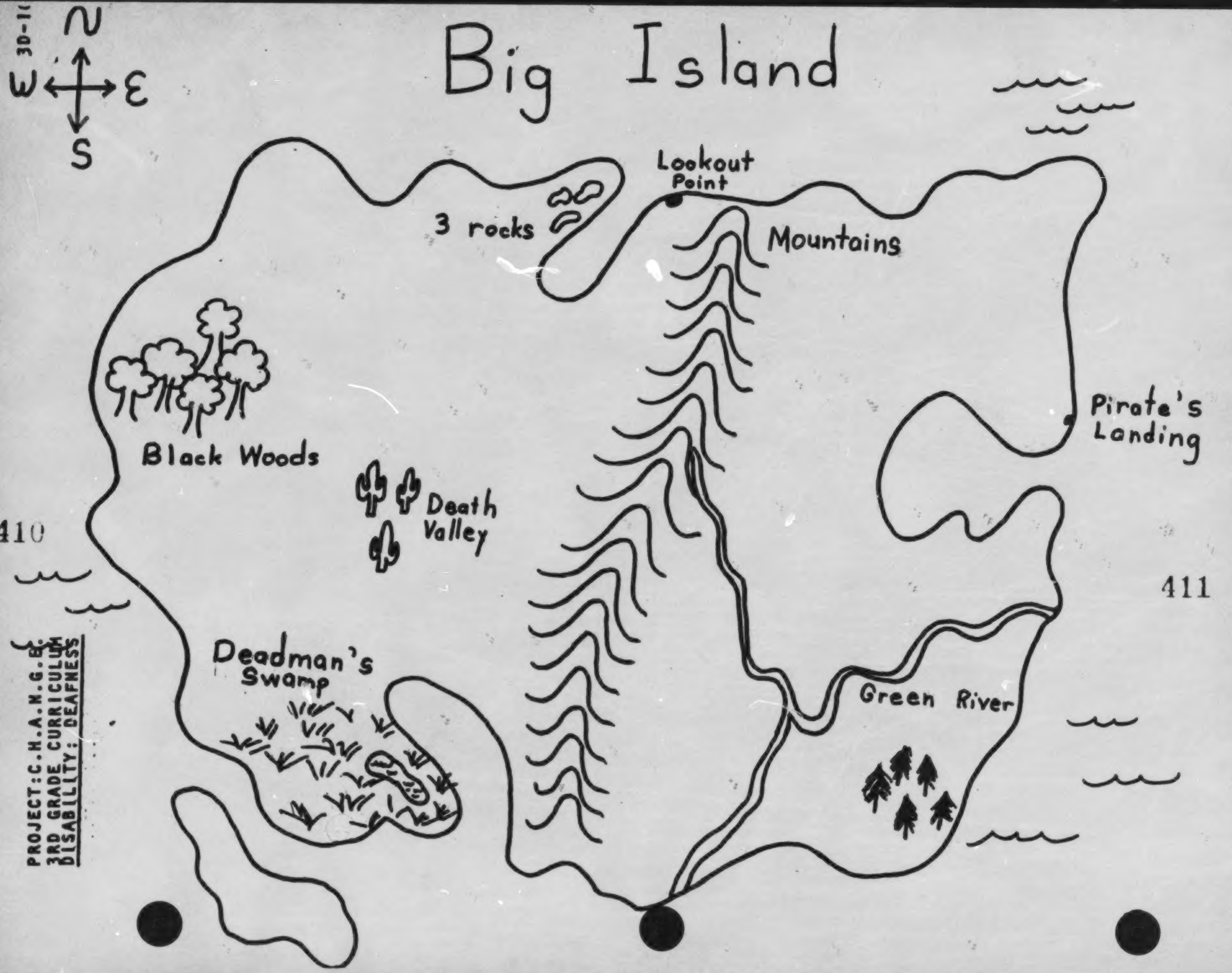
PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS

CAN YOU FIND THE GOLD?

ONE DAY TED MET AN OLD MAN. TED GAVE THE OLD MAN A CANDY BAR. THE OLD MAN TOLD TED A SECRET. HE TOLD HIM WHERE TO FIND SOME BURIED GOLD. TED IS DEAF SO HE DIDN'T HEAR THE OLD MAN. THIS IS WHAT THE OLD MAN TOLD TED. SHOW TED WHERE TO FIND THE BURIED GOLD.

1. SAIL OUT TO BIG ISLAND MY BOY.
2. LAND BY THE GREEN RIVER. IT IS ON THE EAST SIDE OF THE ISLAND.
3. FOLLOW GREEN RIVER TO THE MOUNTAINS. SPEND THE NIGHT IN THE MOUNTAINS. BE CAREFUL THERE ARE PIRATES HIDING OUT IN THE MOUNTAINS.
4. CLIMB OVER THE MOUNTAINS AND GO TO LOOKOUT POINT.
5. AT LOOKOUT POINT YOU WILL FIND A BOAT. IN THE BOAT ROW ACROSS TO 3 ROCKS.
6. NOW GO AROUND DEATH VALLEY TO BLACK WOODS. BE VERY CAREFUL HERE. PIRATES WILL BE WAITING TO CATCH YOU.
7. AFTER SPENDING THE NIGHT IN BLACK WOODS GO TO DEADMAN'S SWAMP.
8. GO ACROSS THE SWAMP (WATCH OUT FOR ALLIGATORS).
9. AT THE SOUTHEAST CORNER YOU WILL FIND A SMALL LAKE.
10. THE GOLD IS BURIED AT THE SOUTH END OF THE LAKE!

DID YOU FIND THE TREASURE ?


3D-1(
N
W
E
S
Big Island
Lookout Point
3 rocks
Mountains
Pirate's Landing
Black Woods
Death Valley
Deadman's Swamp
Green River

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

What Would You Do?

OBJECTIVE:

The students can identify ways of dealing with the problem of being deaf.

MATERIALS:

None

PROCEDURE:

After studying the various methods of non-verbal communication, have the students write an answer to the question:

> If you were deaf, how would you communicate with people?

Discuss and compare answers.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: DEAFNESS

ACTIVITY:

Speaker

OBJECTIVE:

The students can identify ways of dealing with the problem of being deaf.

MATERIALS:

None

PROCEDURE:

Invite a deaf or hard of hearing person to visit your classroom.

The speaker could show and explain some of the aids and methods used to compensate for deafness (finger spelling, sign language, hearing aid, etc.).

A speech therapist could be invited to show the students how deaf children are taught to talk.

A person who knows or teaches sign language or finger spelling could be invited to demonstrate.

PROJECT: C.H.A.N.G.E.
THIRD GRADE CURRICULUM
DISABILITY: DEAFNESS

BIBLIOGRAPHY

Caccamise, Frank. Ben's Quiet World.. California, Alinda Press, 1975.

Charlip, Pemy. Handtalk: An ABC of Finger Spelling and Sign Language. New York: Brents, 1974.

Herx, Michele. Jack and the Beanstalk. Washington: Gallaudet College Press, 1975.

Keep Quiet. Childcraft, 1977.

"Rosa". What Is A Handicap? BFA Educational Media, 1975.

Saulnier, Karen. At Night-a-First Book of Prepositions. Washington: Gallaudet College Press, 1976.

Saulnier, Karen. Baby's Animal Book. Washington: Gallaudet College Press, 1973.

Saulnier, Karen. Hansel and Gretel in Signed English. Washington: Gallaudet College Press, 1972.

Saulnier, Karen. I Am A Kitten. Washington: Gallaudet College Press, 1975.

Saulnier, Karen. Mealtime at the Zoo. Washington: Gallaudet College Press, 1973.

Saulnier, Karen. The Things I Like To Do. Washington: Gallaudet College Press, 1975.

PHYSICAL HANDICAPS

PRIMARY LEVEL

PROJECT: C.H.A.N.G.E.
INTRODUCTION: DISABILITY - PHYSICAL HANDICAPS

Physically handicapped individuals are those who have lost the use of some part of their body due to illness, injury or accident. Physical disabilities may result from numerous causes: accidents, heredity, birth defects, drugs taken by the mother during the prenatal period, maternal illness during the prenatal period and illness causing central nervous system damage.

In the past, there were many myths and misconceptions about physically handicapped persons. At one time, it was felt that a physically handicapped person was the handiwork of the devil. They were often put to death because it was thought that they were possessed by evil spirits.

At the primary level, three main topics are studied in this unit:

1. Definition (the loss or impairment of the limbs)

2. Areas of difficulty or special needs of the physically handicapped: mobility (due to limited or complete inability to use legs - driving may also be difficult or impossible), education (difficulties may arise because of limited mobility, inability to write, and special medical problems,) employment, recreation and social activities, self-reliance skills (dressing, feeding, care of family, eating, bathing, toileting, cooking, living alone, etc.) architectural barriers in the home and community, special medical problems (bedsores, special care of the point of amputation, catheter to drain urine, circulation in paralyzed limbs, healing, bladder infections, bowel problems deformation due to paralysis of limbs, atrophy of muscles not used, etc.) and financial difficulties (due to the high expense of purchasing and maintaining braces, prostheses, wheelchairs, physical therapy, special clothes, special devices, etc.

3. Special techniques and devices developed to deal with the problem of being physically handicapped: special equipment for cars, over-development of a part of the body, extenders for reaching, braces, prostheses, exercise equipment, special clothes and shoes, crutches, wheelchairs, special eating devices, walkers, canes, mouth devices for writing, eating, and painting, electric lifts for stairs, bathtubs, etc., communication devices (electric typewriter, manual or electric communication board, automated tele-communication system, writing harness and magnetized wrist harness), reading aids, (special book holders, automatic page turner, and head pointer with harness), electric scissors, breath control devices to activate certain systems such as a wheelchair, and numerous other devices designed for individual problems.

The objectives and concepts taught in this unit are:

GRADE	OBJECTIVE	CONCEPT
Kindergarten	The students understand the definition of a physical handicap.	A physical handicap is the loss or impairment of the limbs.
First Grade	The students understand and can state the definition of a physical handicap.	A physical handicap is the loss or impairment of the limbs.
Second Grade	The students can identify special problems and needs of physically handicapped people.	Physically handicapped people have special needs and problems resulting from their handicap (mobility, writing, eating, etc.)
Third Grade	The students can identify ways of dealing with the problems of being physically handicapped.	There are many devices and methods that can be used to cope with the problems resulting from being physically handicapped (wheelchairs, prostheses, etc.

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Filmstrip: Mark

Objectives:

The students can identify what is meant by the concept architectural barriers.

The students can identify ways of dealing with the problem of being physically handicapped.

Materials:

Filmstrip: Mark from the series What Is A Handicap? (BFA)

Procedure:

After viewing the filmstrip, introduce and discuss the term architectural barriers. Point out that today, there is a national movement to make life easier for physically handicapped individuals by constructing ramps in public places (instead of stairs), wider doorways, reserved parking spots close to doors, special washroom facilities, no curbs at crossing, etc. The students may have observed some of these and can tell about them. Have the students consider the types of problems a physically handicapped person would encounter in their school (narrow classroom doorways, steps leading into the building, etc.)

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACTIVITY:

Helping The Handicapped

OBJECTIVE:

The students are aware of the barrier - free access movement.

MATERIALS:

Worksheet

PROCEDURE:

Remind the students that many times it is difficult for physically handicapped people to get around. Re view the meaning of the term architectural barrier (something that makes it very difficult or impossible for a disabled person to get into or around a building).

Ask the students to name some barriers which would make it difficult or impossible for a physically disabled person to get into or around their school, neighborhood or home.

Discuss with the students the barrier - free access movement. Tell them that people are now doing things so that physically handicapped people can get around easily.

Old buildings are being remodeled and new building are being specially designed with things to help the disabled.

Have the students discuss the worksheet.

HELPING THE HANDICAPPED

TODAY PEOPLE ARE TRYING TO HELP PHYSICALLY HANDICAPPED PEOPLE. WAYS TO HELP ARE:

1. SPECIAL PARKING SPACES WITH THE SIGN ♿ . THESE SPACES ARE VERY WIDE. THEY ARE NEAR THE DOOR.
2. HANDRAILS IN BATHROOMS.
3. BATHROOMS WITH WIDE DOORS.
4. LOW TELEPHONES WITHOUT DOORS.
5. LOW DRINKING FOUNTAINS AND SINKS.
6. CITY BUSSES WITH WHEELCHAIR LIFTS.
7. RAMPS NOT STAIRS.
8. ELEVATORS
9. CURB CUTS

WHAT WAYS HAVE YOU SEEN TO HELP PHYSICALLY HANDICAPPED PEOPLE? DRAW ONE WAY.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACTIVITY:

On The Move

OBJECTIVE:

The students are aware of ways of dealing with the accompanying problems of a physical handicap.

MATERIALS:

Worksheet

PROCEDURE:

Tell the students that many physically handicapped people use aids to enable them to move around. Stress the fact that for many people these appliances make mobility possible not just easier. Without these appliances many would be unable to move. Use the worksheet to discuss some common aids.

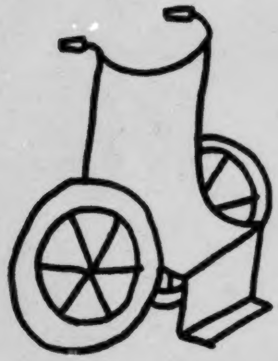
Aids found on this sheet are:

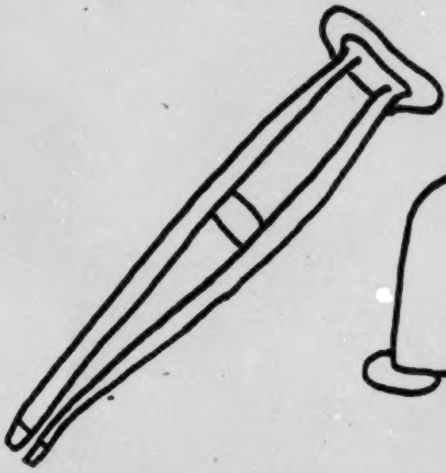
1) Helmets - worn by children who walk with braces, crutches, or walkers and have balance problems. The helmet protects their heads when they fall.
2) Braces - used to help legs grow straight or remain straight to help the person walk.
3) Prosthetic devices - an artificial device to replace a missing part of the body.
4) Wheelchair
5) Crutches
6) Lifts - operate like an elevator so person will not have to climb stairs - special lifts have been designed to lift people into beds, bathtubs, etc.
7) Ramps and handrails
8) Special steering wheel devices and other aids for driving
9) Physical therapist - a person who helps physically handicapped people strengthen their big muscles through the use of exercise.

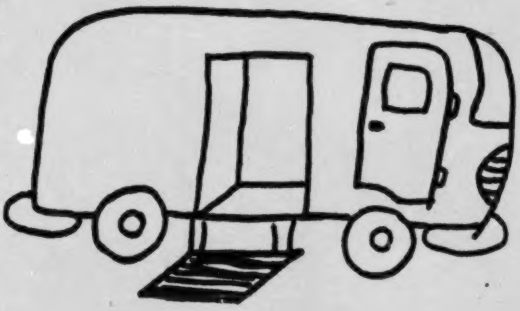
Other devices may be discussed also such as special eating aids, electric typewriters, one-handed typewriters, writing harness (pencil holder that fits hand), automatic page turners, electric scissors, head pointer with harness for page turning or typing, mouth stick for pointing or typing, etc.

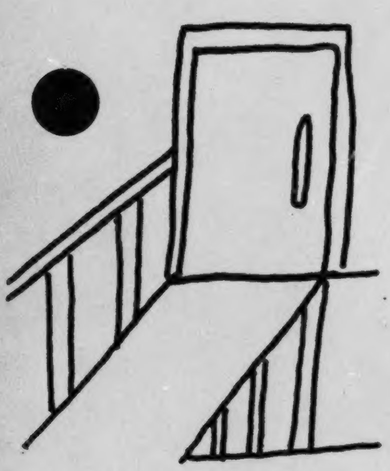
On the Move

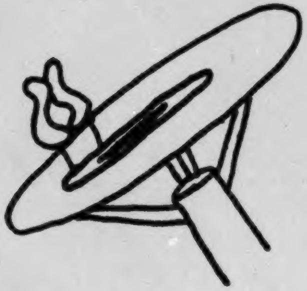
Physically handicapped people use many things to get around.

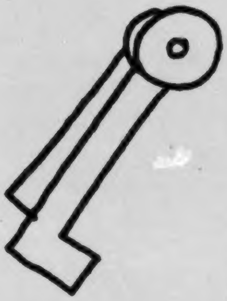


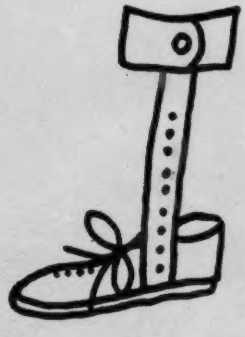


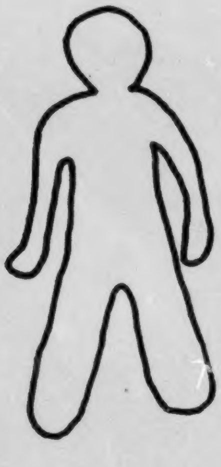












PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACITIVITY:

Word Hunt

OBJECTIVE:

The students can identify ways of dealing with the problems of being physically disabled.

MATERIALS:

Worksheet

PROCEDURE:

Discuss with the students, various devices and aids used by physically handicapped individuals (prosthetic arms, legs, hands, feet, crutches, braces, wheelchairs, ramps, lifts, special eating devices, etc.).

Then have the students complete the worksheet.

Word Hunt

Wheelchair

Physical Handicap

Prosthesis

Crutches

Barrier

Braces

Y	O	X	T	P	H	I	A	E	N	H	T	E	B	B	I
P	H	Y	S	I	C	A	L	H	A	N	D	I	C	A	P
W	N	Q	C	Y	R	M	F	X	A	N	F	W	X	R	B
B	Z	W	H	E	E	L	C	H	A	I	R	V	Z	R	S
R	V	R	I	N	F	W	K	S	N	B	R	O	M	I	F
A	Y	X	Z	P	R	O	S	T	H	E	S	I	S	E	H
C	X	M	K	X	O	V	W	S	S	C	W	Z	S	R	D
E	Z	C	R	U	T	C	H	E	S	H	F	E	U	X	K
S	E	B	V	O	F	Z	R	E	N	D	X	N	M	O	S

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACTIVITY:

Crossword Puzzle

OBJECTIVE:

The students can identify ways of dealing with the problems encountered by physically handicapped persons.

MATERIALS:

Worksheet

PROCEDURE:

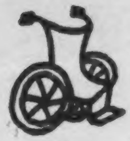
Ask the students to name ways of dealing with problems encountered by physically handicapped individuals.

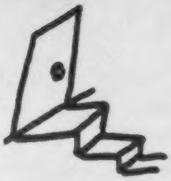
Discuss the role of the physical therapist (a person who helps physically handicapped people strengthen their big muscles through the use of exercise.

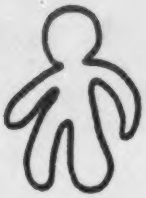
Then have the students complete the crossword puzzle.

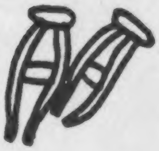
A Puzzle

Across

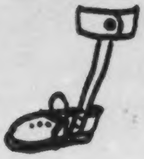
1.


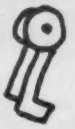
2.


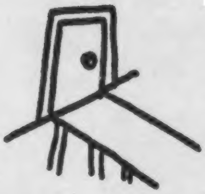
3.


4.


Down

2.


5.


6.


ramp
braces
crutches

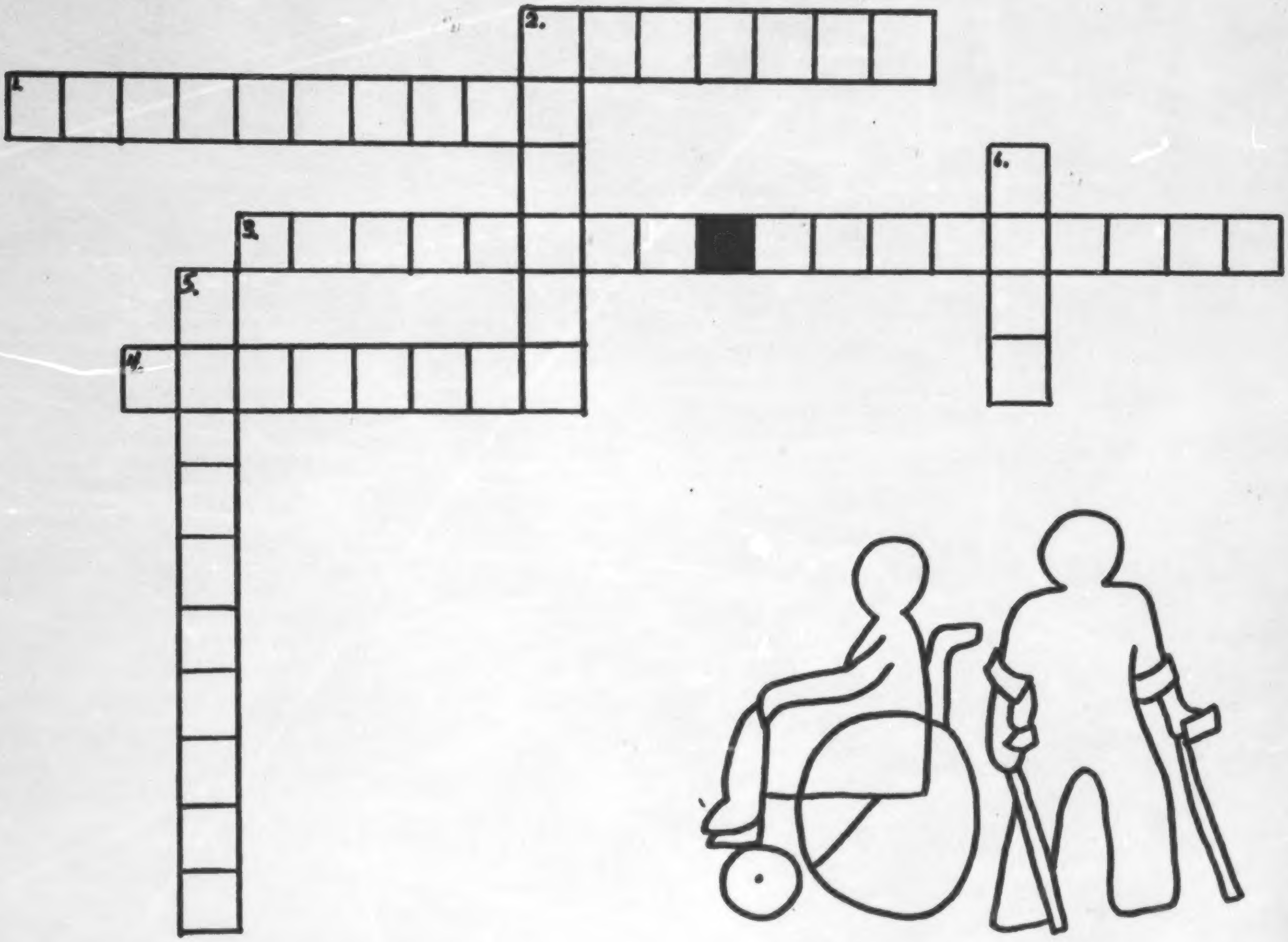
prosthesis
barrier
wheelchair

physical therapist

PROJECT: C.H.A.N.G.E.
D GRADE CURRICULUM
SABILITY: PHYSICAL HANDICAPS

3P

A Puzzle



PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACTIVITY:

Maze

OBJECTIVE:

The students are aware of how to deal with problems encountered by physically handicapped people.

MATERIALS:

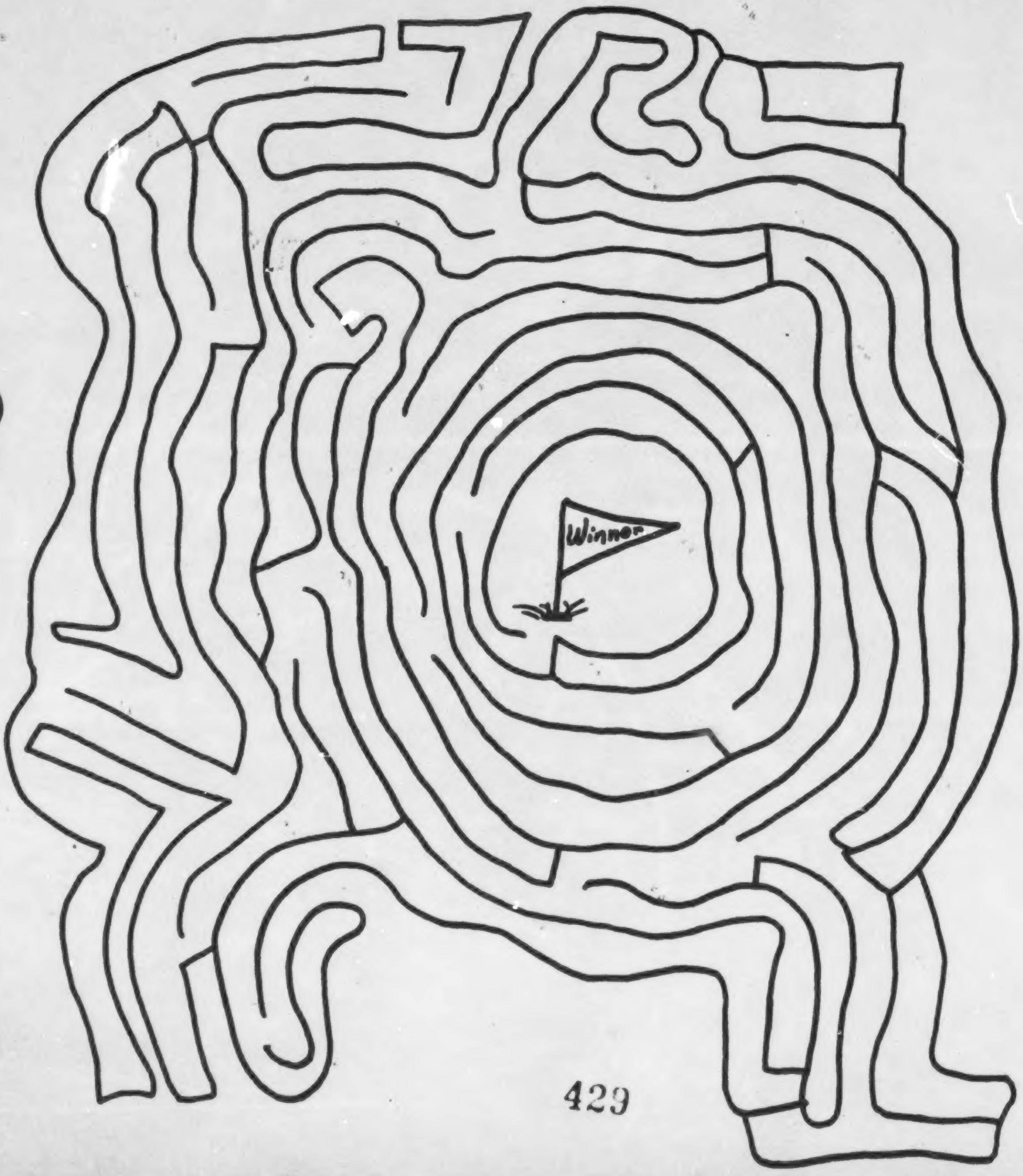
Worksheet

PROCEDURE:

Have the students name various ways of dealing with problems encountered by physically handicapped people.

Then have students complete worksheet. Tell them that Eddie is in a wheelchair race. They can help him win the race.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS



PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

ACTIVITY:

Blind, Deaf, or Physically Handicapped

OBJECTIVE:

The students are aware of various handicapping conditions and ways of dealing with the problems generated by these conditions.

MATERIALS:

Worksheet

PROCEDURE:

Have students complete worksheet and then discuss it.

3PH-8

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

BLIND, DEAF, OR PHYSICALLY HANDICAPPED

MARK THE ANSWER

SOME HAVE TWO OR THREE ANSWERS.

	BLIND	DEAF	PHYSICALLY HANDICAPPED
1. USES FINGER SPELLING			
2. HAS A GUIDE DOG.			
3. USES A WHEELCHAIR.			
4. HAS A PROSTHETIC LEG.			
5. CAN BE A GOOD FRIEND.			
6. READS AND WRITES BRAILLE.			
7. GOES TO A PHYSICAL THERAPIST ONCE A WEEK.			
8. HAS A WHITE CANE.			
9. CAN WATCH T.V.			
10. CAN'T HEAR THE TELEPHONE.			
11. MUST USE A RAMP, CAN'T USE STEPS.			
12. LIKES TO HAVE FUN.			
13. CAN'T WALK.			
14. LIKES TO LISTEN TO MUSIC.			

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAP

ACTIVITY:

Speaker

OBJECTIVE:

The students can identify ways of dealing with the problems of being physically handicapped.

MATERIALS:

None

PROCEDURE:

Invite a physically handicapped person to visit your classroom. The speaker could show and explain some of the aids and methods used to compensate for physical handicaps.

A physical therapist could be invited to demonstrate the role they play in helping physically disabled individuals.

A person who sells aids for physically handicapped people could be invited to show and discuss them.

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAP

Activity:

Filmstrip: I Can't Run

Objective:

The students can identify ways of dealing with the problems of being physically handicapped

Materials:

Filmstrip: I Can't Run from the series: Why Am I Different (Barr films)

Procedure:

Ask the children to watch the filmstrip to find out how physically handicapped individuals deal with their problems. After viewing the filmstrip, discuss the following topics:

1. What kind of schools are available for physically handicapped children? Explain the concept of mainstreaming vs. special class placement.
2. What are some of the prosthetic devices that were shown in the filmstrip (wheelchairs, braces, helmets, etc.)
3. What are some of the ways people become physically "handicapped" (car accidents, etc.)

PROJECT: C.H.A.N.G.E.
3rd GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

Activity:

Film: Bonnie Consolo

Objective:

The students can identify ways of dealing with the problem of being blind.

Materials:

Film: Bonnie Consolo (Barr Films)

Procedure:

Introduce the film by telling the children that it is about a woman who was born without arms. Ask them to anticipate what things she might have difficulty doing (writing, dressing herself, eating, etc.) Ask if they think she would be able to drive a car. After viewing the film, discuss exactly how she is able to cope with daily life.

PROJECT: C.H.A.N.G.E.
THIRD GRADE CURRICULUM
DISABILITY: PHYSICAL HANDICAPS

BIBLIOGRAPHY

A Day in the Life of Bonnie Consolo. Arthur Barr Productions, 1975.

"I Can't Run". *Why Am I Different?* Barr Films, 1978.

"Mark". *What is a Handicap?* BFA Educational Media, 1975.

ACCEPTANCE
OF HANDICAPS

PRIMARY LEVEL

PROJECT: . C.H.A.N.G.E.
INTRODUCTION: ACCEPTANCE OF HANDICAPS

This, the last unit of the program, is "what it's all about" - the very essence of the program - acceptance of handicapped people. In the 1970's, there was a growing interest in and recognition of various handicapping conditions and the problems faced by handicapped individuals in our society. We have seen movements to remove architectural barriers, the passing of Public Law 94-142, and many other measures to improve life for the handicapped. However, increased awareness of handicaps doesn't necessarily mean increased acceptance of handicapped individuals. And if handicapped individuals are to lead a satisfying life, acceptance is an extremely important component of that life. Thus the goal of this unit and of the entire program is to help children to look beyond the handicapping condition to consider the person as an individual with the capacity to become one's friend and thus enrich one's life as only such relationships with others can, for as the writer said, "No man is an island."

The objectives and concepts of this unit are:

GRADE	OBJECTIVES	CONCEPTS
Kindergarten	The students can identify how handicapped people are like non-handicapped people.	Handicapped people are like non-handicapped people in many ways: feelings, basic needs, physical, emotional, and social characteristics, etc.
First Grade	The students can identify how handicapped people are like non-handicapped people.	Handicapped people are like non-handicapped people in many ways (basic needs, feelings, physical, social, and emotional characteristics, etc.)
Second Grade	The students exhibit a willingness to accept handicapped individuals.	A positive attitude, toward handicapped individuals is exhibited in classroom discussions and in real life encounters with handicapped people.
Third Grade	The students are aware that some people have a negative attitude towards handicapped individuals and can hypothesize a cause.	Some individuals have a negative attitude towards handicapped people. This negative attitude may be caused by several reasons: dislike of people who are different, lack of knowledge about handicaps, etc.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

Book: Amy Maura

Objective:

The students are aware that some people have a negative attitude toward handicapped individuals and can hypothesize a cause

Materials:

Amy Maura. (Grealish, Mary Jane Von Braunsberg and Grealish, Charles Human Policy Press, Syracuse N.Y. 1975)

Procedure:

After reading the book, lead a discussion on the kinds of reactions Amy Maura's classmates had to her and hypothesize why they reacted this way. Discuss her father's statement "Children have to act bad, sometimes, so other children think they are big". Elicit responses from the children as to how they would feel if Amy Maura were to enroll in their class tomorrow. Discuss whay Amy Maura's father meant when he said, "there were boys and girls who would like her for the person she was".

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

Discussion - Creative Writing: What Do You Think?

Objective:

The students are aware of attitudes (both positive and negative) toward handicapped people.

Materials:

Worksheets - "What Do You Think?"

Procedure:

After the students fill out the worksheets, discuss their answers.

In discussing Number One, (How do you think people without handicaps feel about people who have handicaps?) be sure that negative as well as positive attitudes are su-gested.

In answering Number Four (What do you think life is like for people with handicaps?) help the students to understand that the handicapped individual has the same needs as the non-handicapped individual.

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

NAME ____________________

WHAT DO YOU THINK?

1. How do you think people without handicaps feel about people who have handicaps? ____________________

   Why do you think they feel that way?

2. How do you think people with handicaps feel about themselves?

3. How do you think people with handicaps feel about people who don't have handicaps?

4. What do you think life is like for people with handicaps?

PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

ACTIVITY:

Student Activity Book

OBJECTIVE:

The students are aware that some people have a negative attitude towards handicapped individuals and can hypothesize a cause.

MATERIALS:

Student Activity Book worksheets

PROCEDURE:

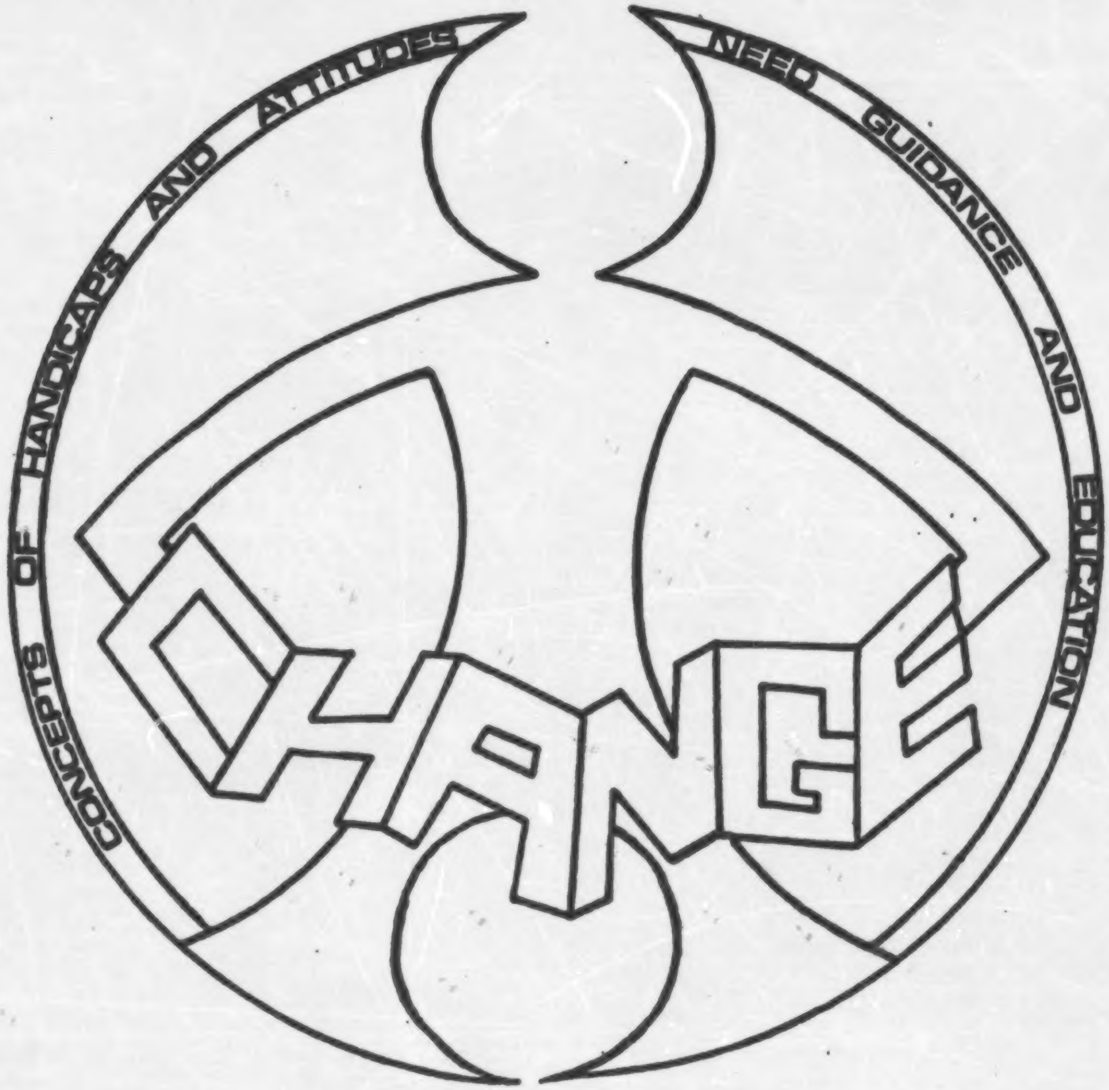
Have students complete individual pages of the Student Activity Book and then fasten them together with brads to make a book (or fasten together first and then have students complete).

This activity may be divided into more than one session (it could be broken up into three sessions;

1) pages dealing with blindness
2) pages dealing with deafness
3) pages dealing with physical handicaps).

This book reviews the concepts studied for each handicap. Final discussion should focus on the fact that some people have a negative attitude towards handicapped individuals. Reasons for this can be explored.

PROJECT

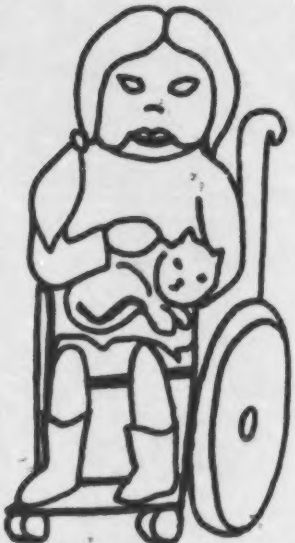

CONCEPTS OF HANDICAPS AND ATTITUDES NEED GUIDANCE AND EDUCATION
CHANGE

STUDENT ACTIVITY BOOK

THIRD GRADE

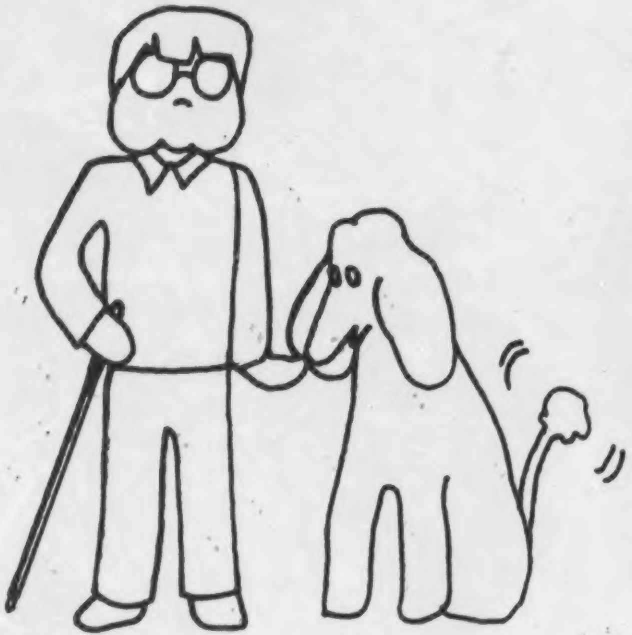
NAME: ____

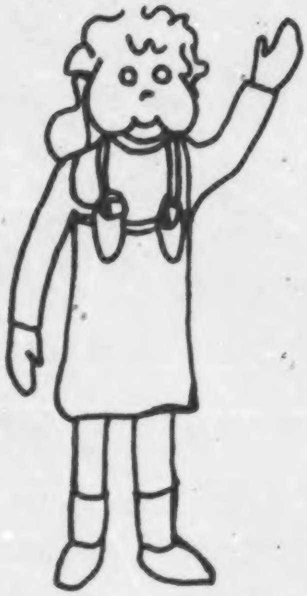
ONE DAY LESTER WROTE POEMS ABOUT HIS FRIENDS.
THESE ARE HIS POEMS.



MY NAME IS MEI LING
AND I LIKE TO SING.
GINGER TAKES A NAP
SITTING IN MY LAP.

PEPE IS A BOY
WHO'S FULL OF JOY.
WALDO LIKES HIM TOO
AND SO WILL YOU.

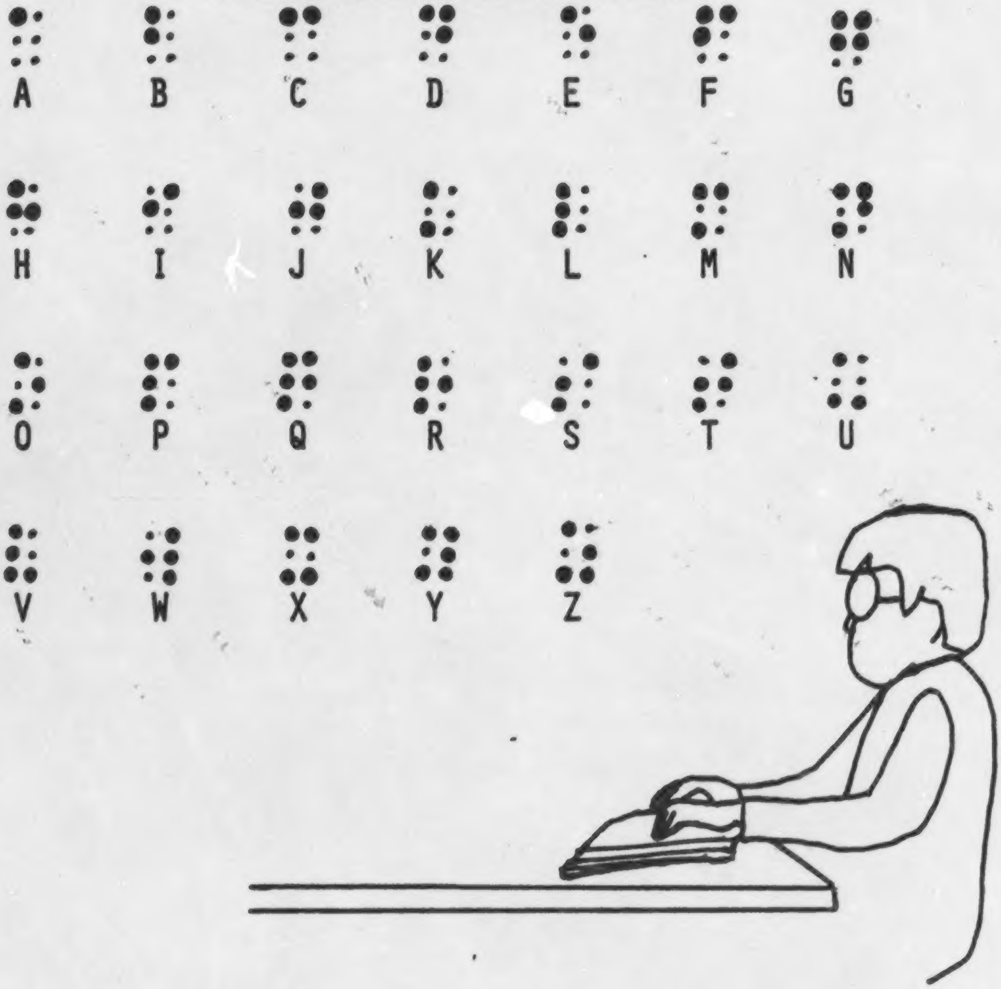




BRIDGET
MY HAIR IS RED
MY EYES ARE BLUE.
MY NAME IS BRIDGET
WHO ARE YOU ?

LESTER SHOWED HIS POEMS TO HIS FRIEND PEPE.
PEPE COULDN'T READ THEM BECAUSE HE IS BLIND.
PEPE TOLD LESTER, "I DON'T READ WITH MY EYES.
I READ WITH MY FINGERS.
I READ BRAILLE.
THE BRAILLE ALPHABET HAS BUMPS FOR LETTERS.
EACH LETTER HAS DIFFERENT BUMPS SO I KNOW WHAT LETTER I AM TOUCHING".

THIS IS THE BRAILLE ALPHABET



444

CAN YOU USE THE BRAILLE ALPHABET ?
TRY TO FIND OUT WHAT PEPE IS READING.
WRITE THE LETTERS BELOW THE BRAILLE LETTERS.

⠏⠑⠏⠑ ⠊⠎ ⠁ ⠚⠕⠽

___ ___ ___ ___   ___ ___   ___   ___ ___ ___

⠺⠓⠕⠎ ⠋⠥⠇⠇ ⠕⠋ ⠚⠕⠽

___ ___ ___ ___   ___ ___ ___ ___   ___ ___   ___ ___ ___

⠺⠁⠇⠙⠕ ⠇⠊⠅⠑⠎ ⠓⠊⠍ ⠞⠕⠕

___ ___ ___ ___ ___   ___ ___ ___ ___ ___   ___ ___ ___   ___ ___ ___

⠁⠝⠙ ⠎⠕ ⠺⠊⠇⠇ ⠽⠕⠥

___ ___ ___   ___ ___   ___ ___ ___ ___   ___ ___ ___

TEACHERS ANSWER KEY

⠏⠑⠏⠑ ⠊⠎ ⠁ ⠃⠕⠽

P E P E   I S   A   B O Y

⠺⠓⠕⠎ ⠋⠥⠇⠇ ⠕⠋ ⠚⠕⠽

W H 'O S   F U L L   O F   J O Y

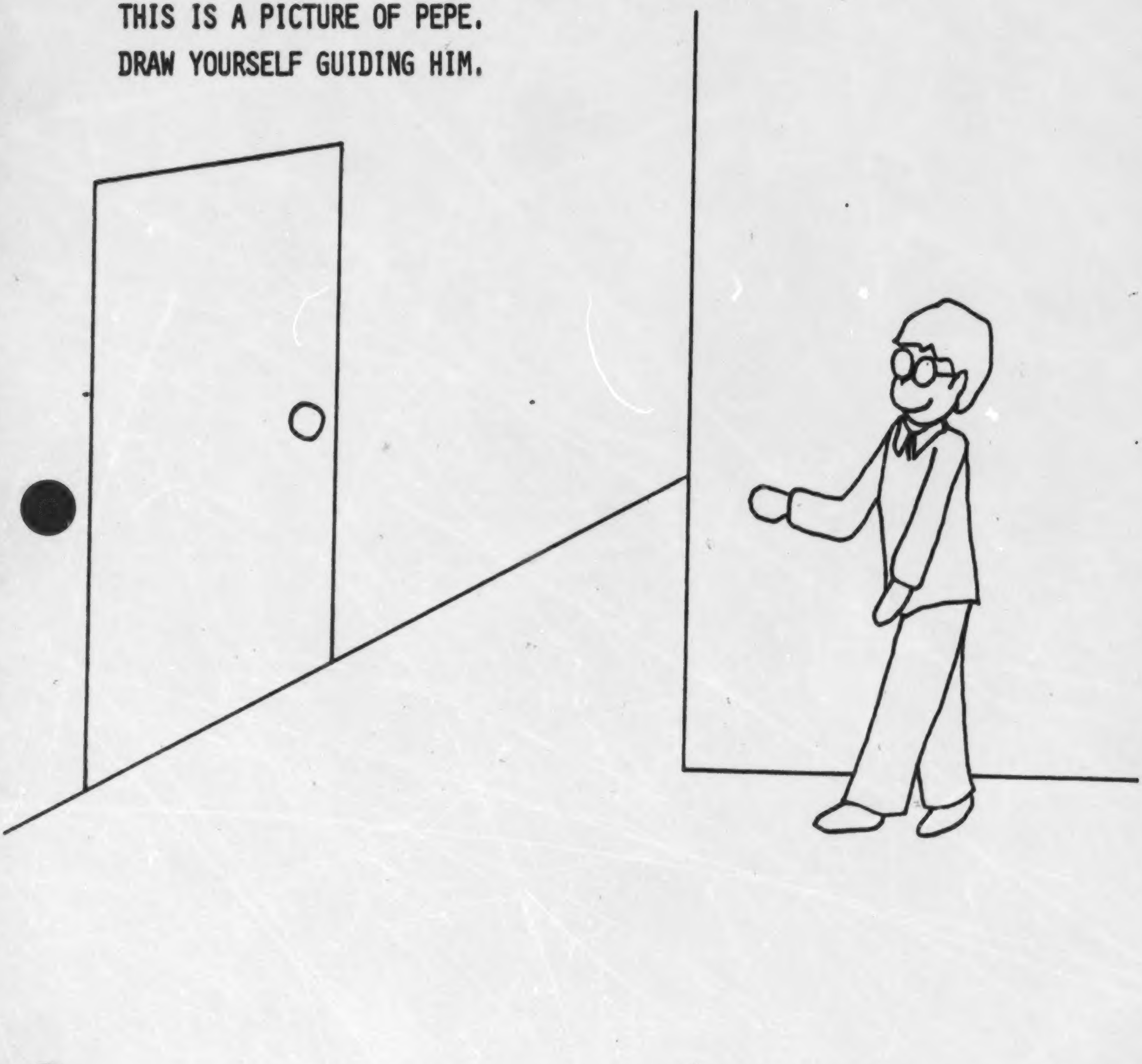
⠺⠁⠇⠙⠕ ⠇⠊⠅⠑⠎ ⠓⠊⠍ ⠞⠕⠕

W A L D O   L I K E S   H I M   T O O

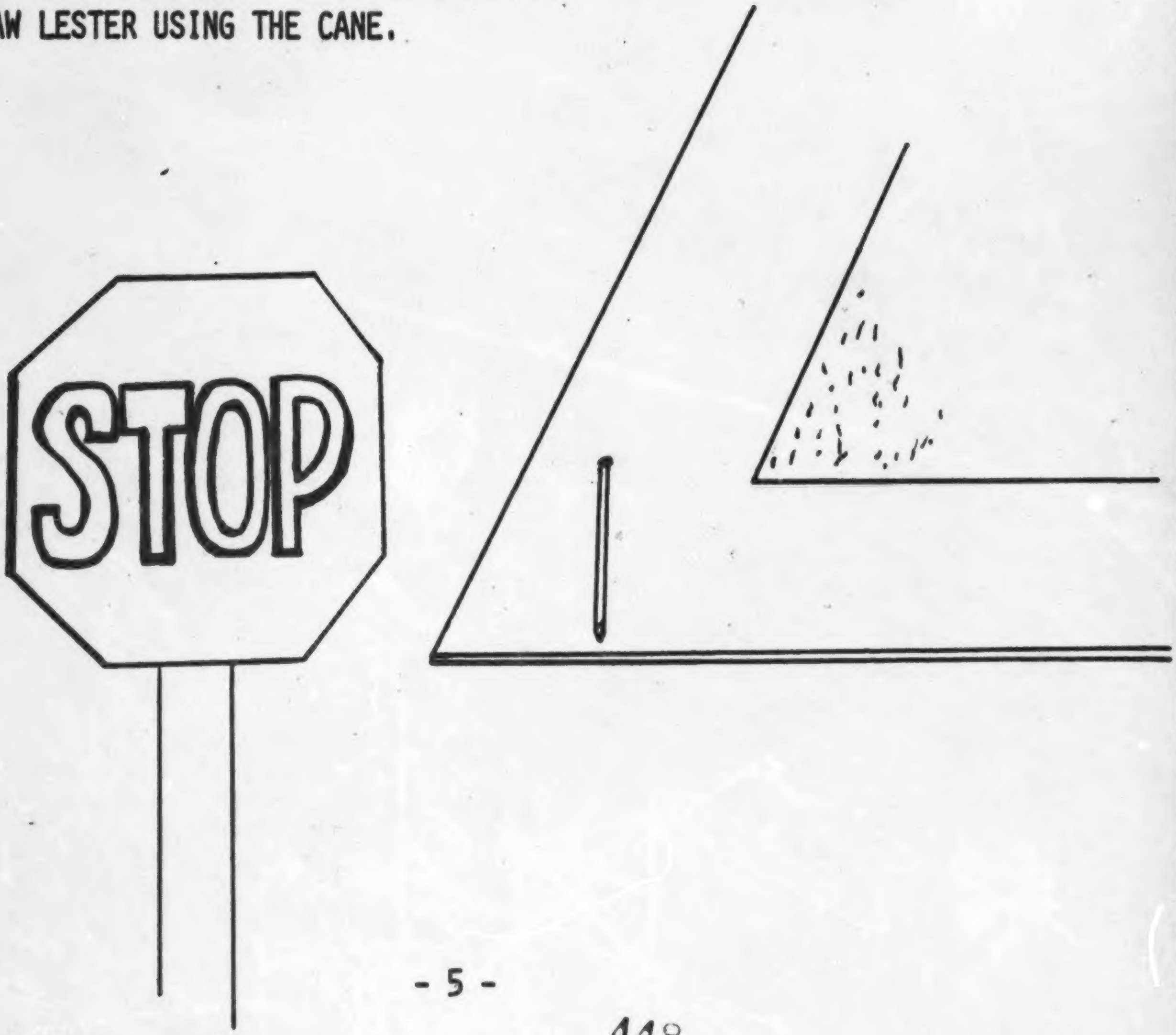
⠁⠝⠙ ⠎⠕ ⠺⠊⠇⠇ ⠽⠕⠥

A N D   S O   W I L L   Y O U

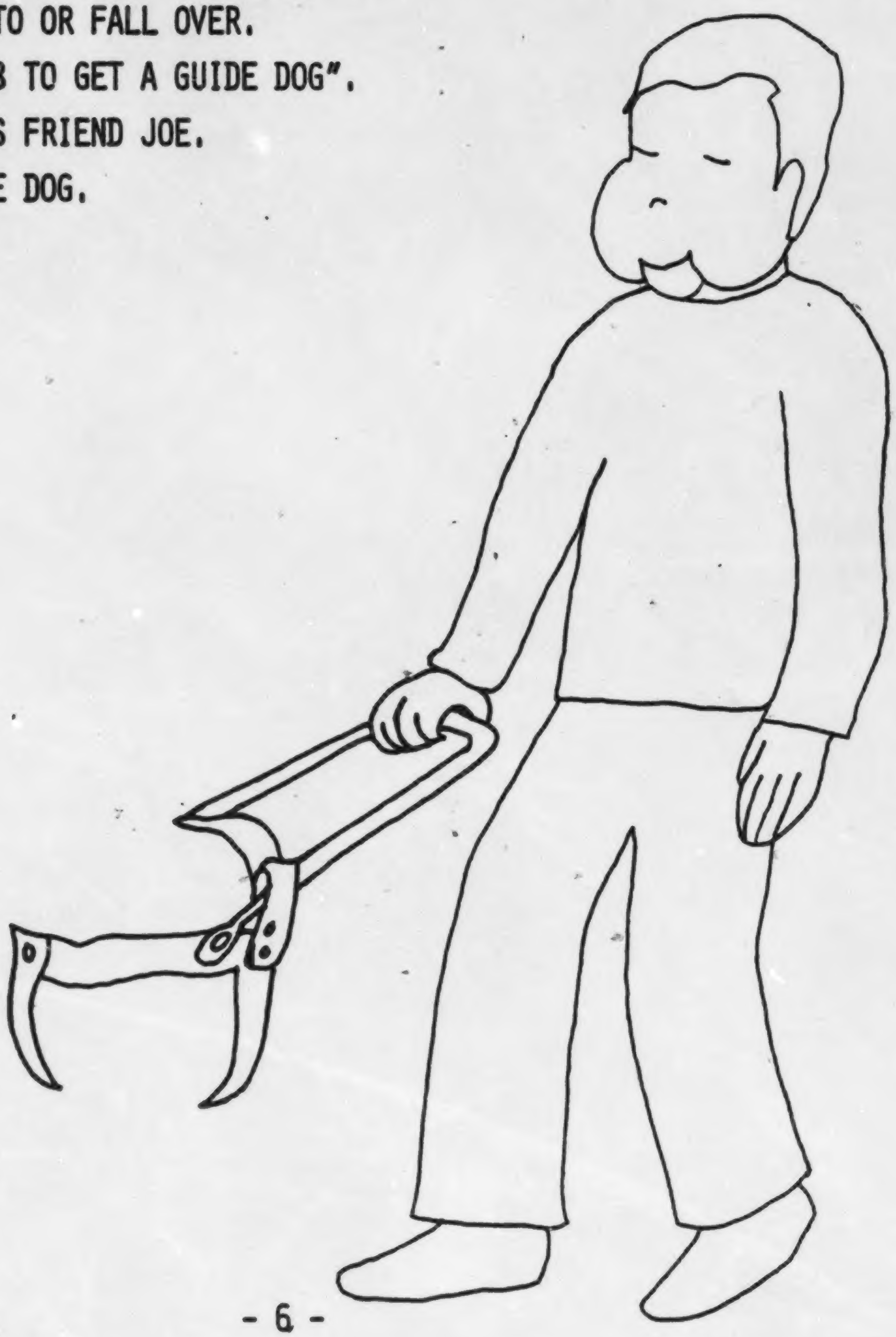
LESTER WANTED TO KNOW MORE ABOUT HOW TO HELP BLIND PEOPLE.
PEPE SAID, "DO YOU KNOW THE RIGHT WAY TO GUIDE A BLIND PERSON ?
THE BLIND PERSON WALKS BEHIND THE GUIDE.
THEY PUT THEIR HAND ON THE GUIDE'S ARM ABOVE THE GUIDE'S ELBOW."
THIS IS A PICTURE OF PEPE.
DRAW YOURSELF GUIDING HIM.



PEPE SAID, "SOME BLIND PEOPLE USE A CANE".
LESTER PRETENDED TO BE BLIND.
HE USED A BLINDFOLD.
HE TRIED USING A CANE.
PEPE SAID, "MOVE THE CANE FROM SIDE TO SIDE IN FRONT OF YOU.
THEN YOU CAN FEEL IF THERE ARE THINGS IN FRONT OF YOU.
THE CANE IS CALLED A PRESCRIPTION CANE.
IT IS SPECIALLY MADE FOR THE PERSON WHO IS GOING TO USE IT.
THAT IS WHY IT IS CALLED A PRESCRIPTION CANE.
IT IS USUALLY WHITE WITH A RED TIP."
DRAW LESTER USING THE CANE.



PEPE SAID, "SOME PEOPLE HAVE A GUIDE DOG.
GUIDE DOGS ARE TRAINED FOR BLIND PEOPLE.
THEY ARE TAUGHT TO OBEY COMMANDS.
THEY LEARN TO GO AROUND DANGEROUS THINGS THAT BLIND PEOPLE MIGHT BUMP INTO OR FALL OVER.
YOU MUST BE 18 TO GET A GUIDE DOG".
THIS IS PEPE'S FRIEND JOE.
DRAW HIS GUIDE DOG.



LESTER SHOWED BRIDGET THE POEM HE WROTE ABOUT HER.

HE SAID, "PEPE TOLD ME ABOUT THINGS BLIND PEOPLE CAN USE TO HELP THEMSELVES.

YOU ARE DEAF.

WHAT CAN DEAF PEOPLE USE?"

BRIDGET SAID, "MANY DEAF PEOPLE USE SIGN LANGUAGE AND FINGERSPELLING.

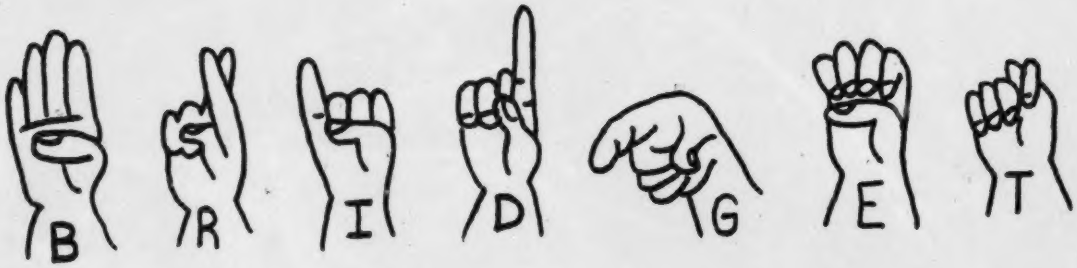
WHEN YOU USE SIGN LANGUAGE YOU TALK WITH YOUR HANDS.

YOU MOVE YOUR HANDS DIFFERENT WAYS FOR DIFFERENT WORDS.

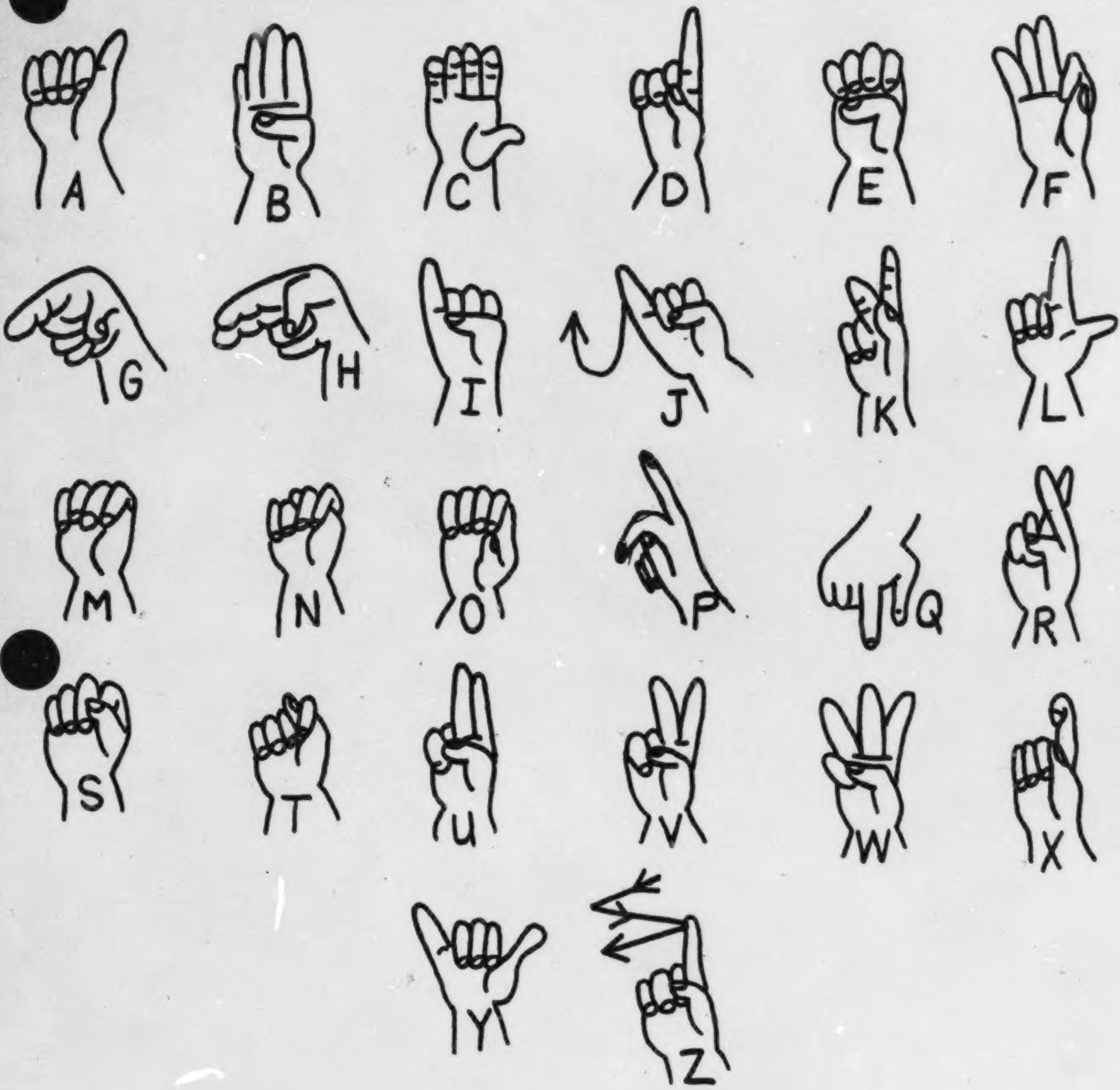
WHEN YOU USE FINGERSPELLING YOU SPELL OUT WORDS.

EACH LETTER OF THE ALPHABET IS MADE BY HOLDING YOUR FINGERS DIFFERENT WAYS."

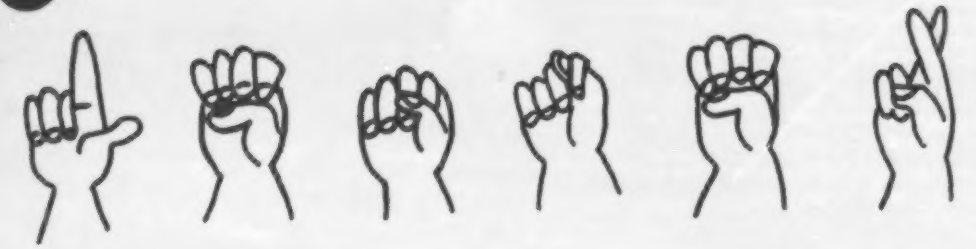
THIS IS HOW BRIDGET WOULD SPELL HER NAME.



THIS IS HOW YOU WOULD FINGERSPELL THE ALPHABET.

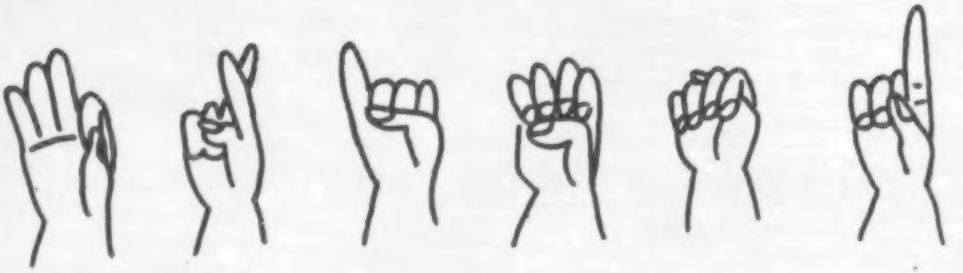

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

DO YOU KNOW WHAT BRIDGET IS SAYING ?



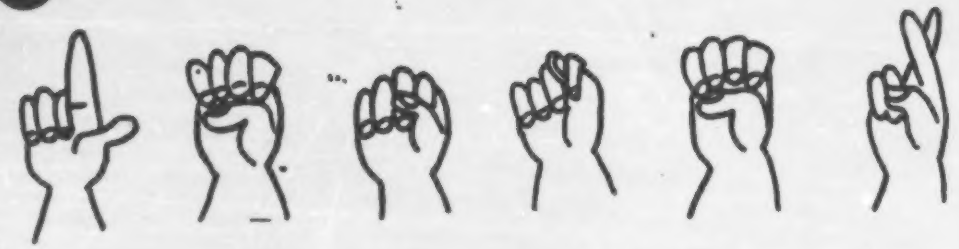
____ ____ ____ ____ ____ ____

____ ____   ____ ____



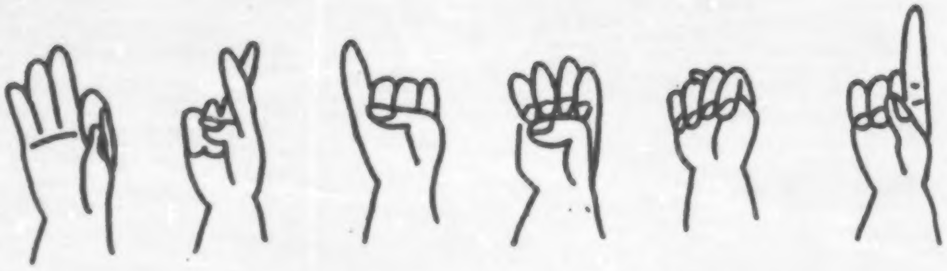
____ ____ ____ ____ ____ ____

TEACHERS ANSWER KEY



L E S T E R

I S M Y



F R I E N D

BRIDGET SAID, "SOME DEAF PEOPLE CAN HEAR WITH THE HELP OF A HEARING AID.

SOME HEARING AIDS HAVE A LITTLE BOX YOU WEAR ON YOUR CHEST.

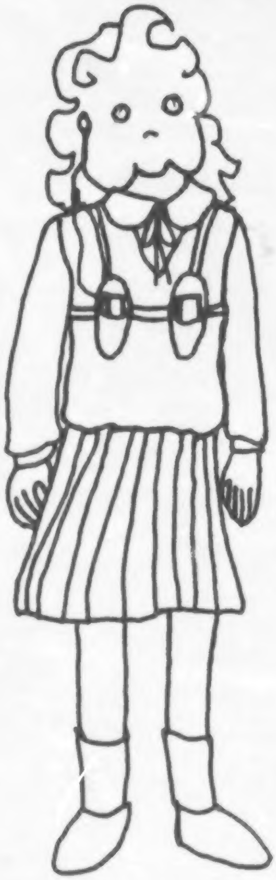
SOUNDS GO INTO THIS LITTLE BOX THROUGH A MICROPHONE AND ARE MADE LOUDER.

THEN THE SOUNDS GO THROUGH WIRES TO EARPIECES THAT YOU WEAR IN YOUR EARS.

A HEARING AID CAN'T MAKE YOU HEAR AS WELL AS OTHER PEOPLE.

ALL THE SOUNDS WILL NOT BE AS LOUD AND CLEAR AS FOR PEOPLE WHO CAN HEAR.

BUT IT IS BETTER THAN NOT HEARING AT ALL."



BRIDGET AND HER HEARING AID

LESTER SHOWED MEI LING HIS POEM ABOUT HER.

MEI LING IS PHYSICALLY HANDICAPPED.

SHE CAN'T WALK.

SHE USES A WHEELCHAIR.

LESTER TOLD MEI LING WHAT BRIDGET AND PEPE TOLD HIM ABOUT DEAF AND BLIND PEOPLE.

MEI LING TOLD LESTER ABOUT PHYSICALLY HANDICAPPED PEOPLE.

SHE SAID, "PHYSICALLY HANDICAPPED PEOPLE CAN'T MAKE THEIR LEGS OR ARMS DO WHAT THEY WANT THEM TO DO.

THEY MAY HAVE TO USE A WHEELCHAIR, BRACES, CRUTCHES, OR A PROSTHESIS

A PROSTHESIS IS AN ARTIFICIAL HAND OR LEG.

I HAVE A FRIEND LUCY WHO HAS AN ARTIFICIAL HAND.

LUCY WAS BORN WITHOUT A HAND.

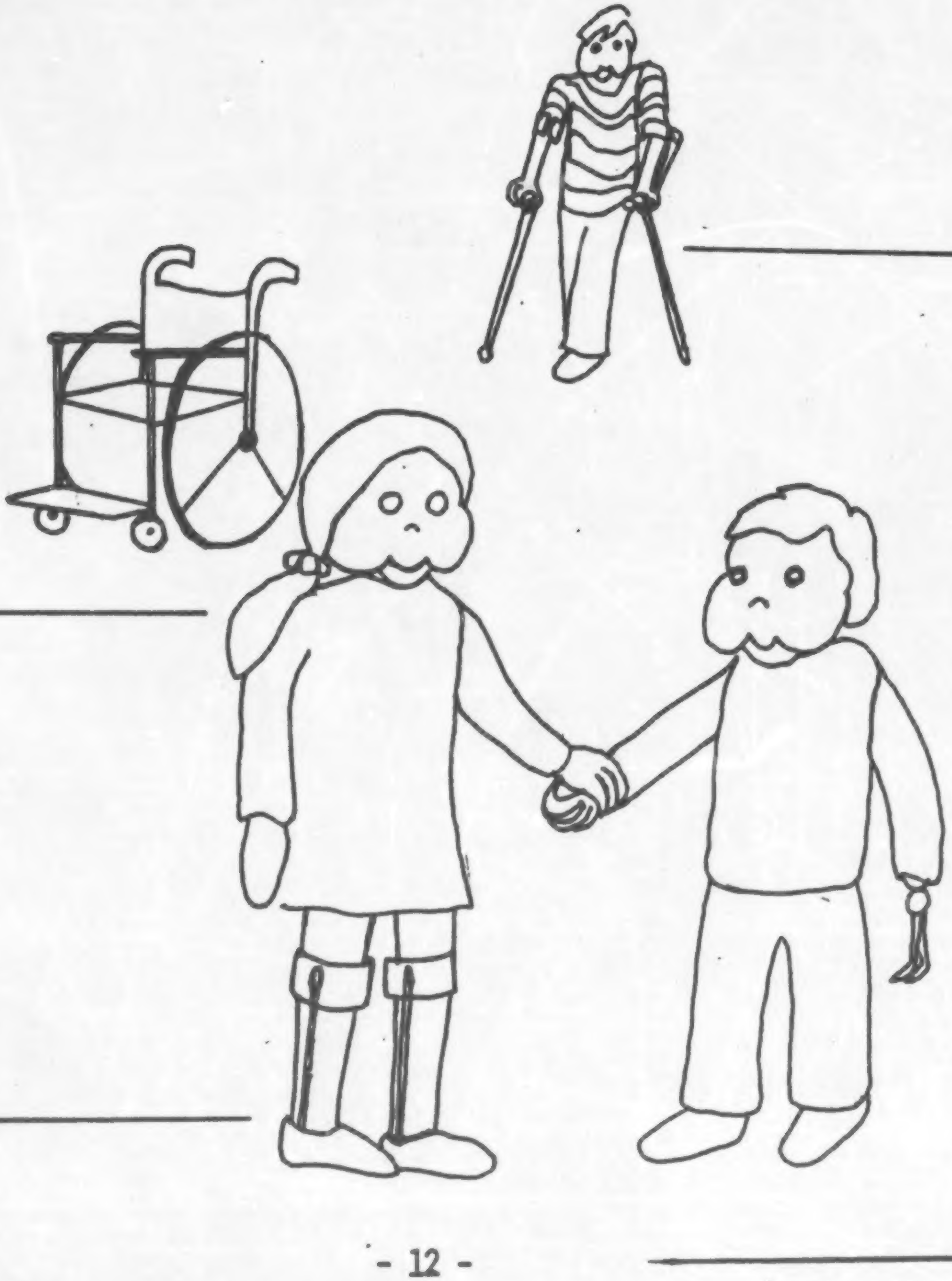
WHEN LUCY WAS 5 YEARS OLD THE DOCTORS MADE A HAND FOR HER.

SOME PEOPLE IN THE HOSPITAL CALLED THERAPISTS SHOWED LUCY HOW TO USE HER ARTIFICIAL HAND.

SHE LEARNED HOW TO OPEN AND CLOSE IT AND PICK UP THINGS WITH IT.

SHE HAD TO PRACTICE A LONG TIME."

NAME THE PICTURES OF THINGS A PHYSICALLY HANDICAPPED PERSON MAY USE.



MEI LING TOLD LESTER ABOUT BARRIERS.

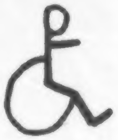
MEI LING SAID, "A BARRIER IS SOMETHING THAT MAKES IT VERY HARD TO DO SOMETHING.

BARRIERS MAKE IT HARD FOR PHYSICALLY HANDICAPPED PEOPLE TO DO THINGS OR MOVE AROUND.

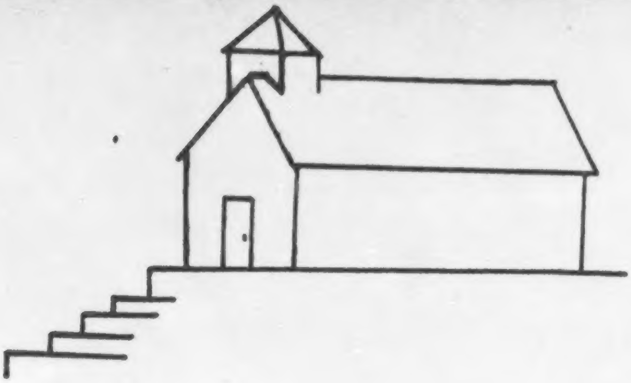
NOW PEOPLE ARE DOING THINGS SO BARRIERS WON'T MAKE LIFE HARD FOR PHYSICALLY HANDICAPPED PEOPLE.

SOME THINGS THAT HELP PHYSICALLY HANDICAPPED PEOPLE ARE:

1. SPECIAL PARKING PLACES.
   SPECIAL PARKING PLACES HAVE SIGNS SAYING HANDICAPPED PARKING.



2. BATHROOMS WITH VERY WIDE DOORS SO WHEELCHAIRS CAN GO THROUGH THEM.
3. DRINKING FOUNTAINS THAT ARE VERY LOW SO PEOPLE IN WHEELCHAIRS CAN REACH THEM.
4. ELEVATORS NOT STAIRS.
   WHEELCHAIRS CAN NOT GO UP STAIRS.
5. RAMPS NOT STAIRS.
   WHEELCHAIRS CAN NOT GO UP STAIRS.
6. SINKS THAT ARE VERY LOW SO PEOPLE IN WHEELCHAIRS CAN USE THEM.
7. SPECIAL CURBS."



THIS IS LESTER'S SCHOOL.

IT NEEDS TO BE CHANGED FOR MEI LING.

DRAW LESTER'S SCHOOL AS IT SHOULD BE.

DRAW A RAMP SO MEI LING CAN GO INSIDE.

DRAW ROWS OF DESKS.

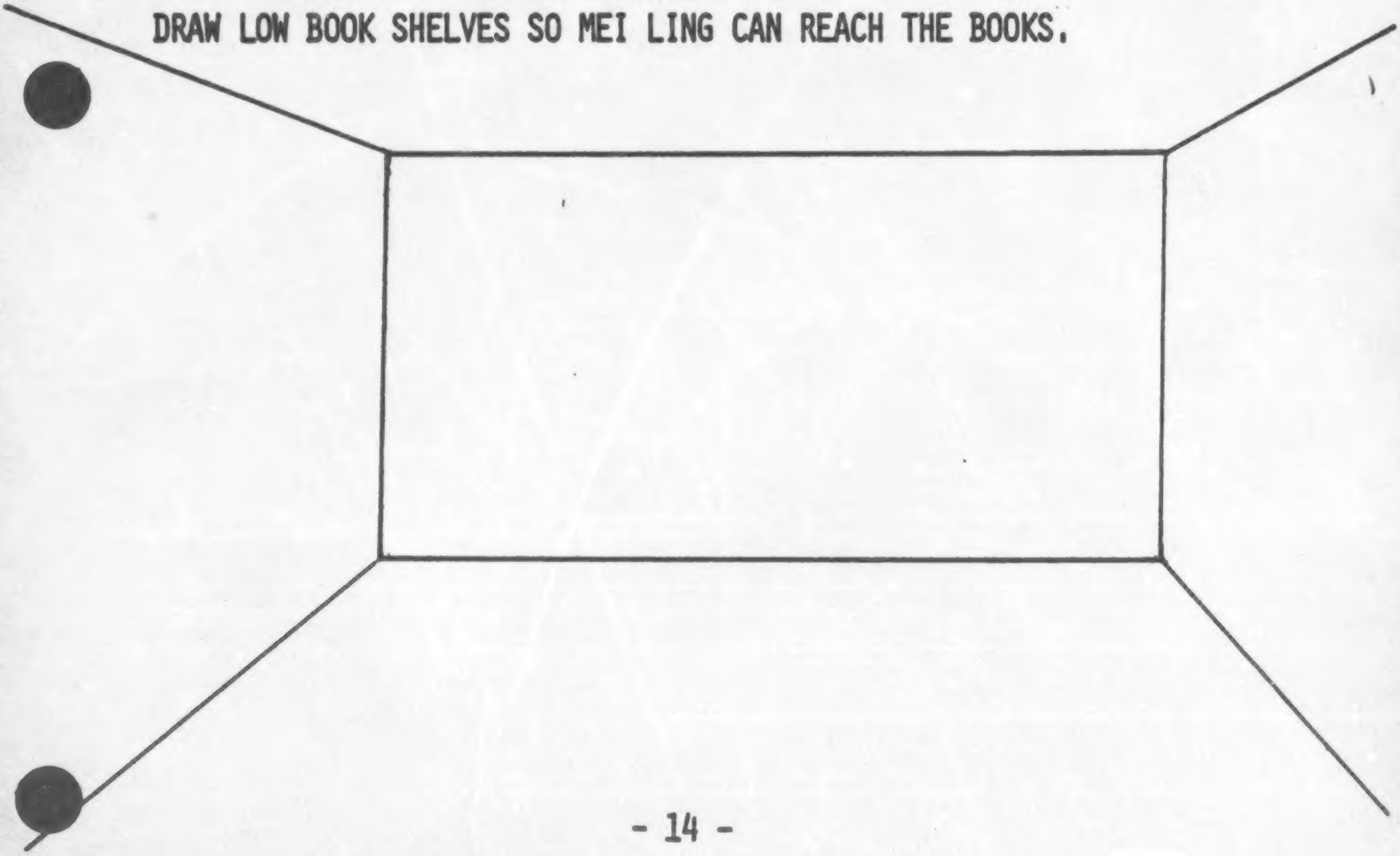
LEAVE SPACE SO MEI LING'S WHEELCHAIR WOULD FIT.

DRAW A DOOR.

MAKE IT WIDE SO MEI LING'S WHEELCHAIR CAN GO THROUGH.

DRAW A DRINKING FOUNTAIN LOW ENOUGH SO MEI LING CAN USE IT.

DRAW LOW BOOK SHELVES SO MEI LING CAN REACH THE BOOKS.

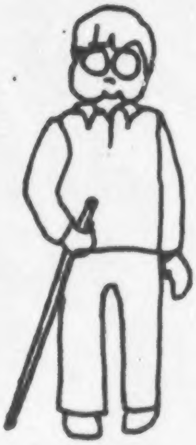


WRITE THESE WORDS UNDER THE RIGHT PICTURE

FINGERSPELLING
PROSTHESIS
PRESCRIPTION CANE
CRUTCHES

WHEELCHAIR
SPEECH TEACHER
RAMP
BRAILLE
HEARING AID

BRACES
BARRIERS
GUIDE DOG
SIGN LANGUAGE



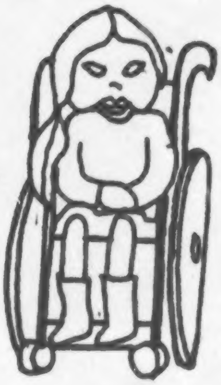
PEPE

BLINDNESS

____

____

____



MEI LING

PHYSICALLY HANDICAPPED

____

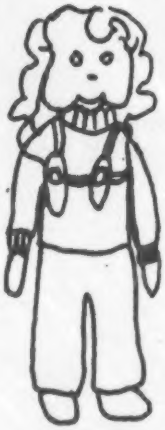
____

____

____

____

____



BRIDGET

DEAFNESS

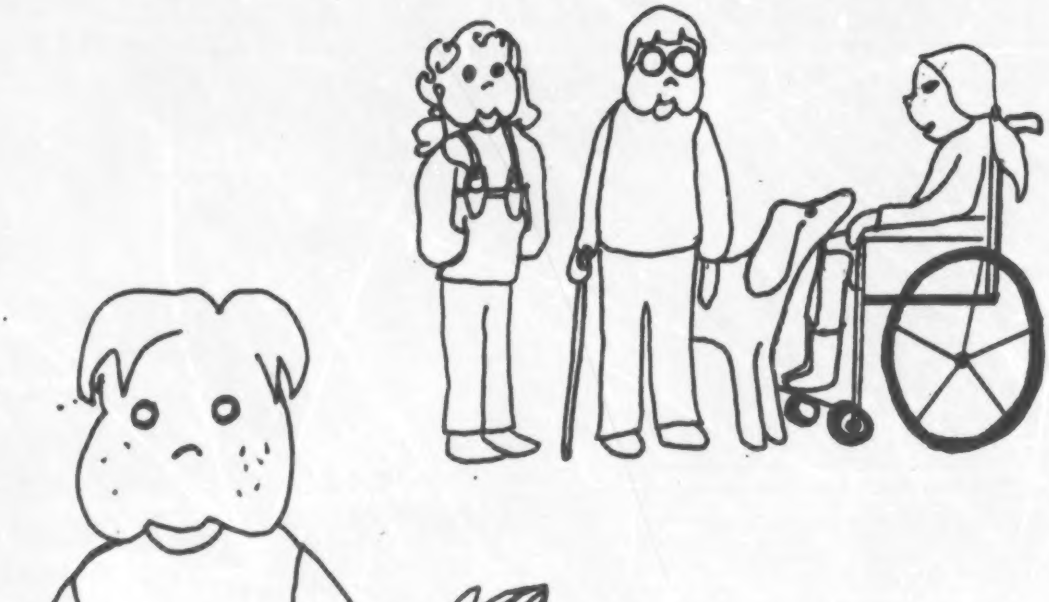
____

____

____

____

LESTER SAID, "I AM GLAD I KNOW BRIDGET, PEPE, AND MEI LING.
THEY TOLD ME MANY THINGS.
THEY ARE GOOD FRIENDS.
WE HAVE LOTS OF FUN."



PROJECT: C.H.A.N.G.E.
3RD GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

Activity:

Book: What Do You Do When Your Wheelchair Gets a Flat Tire?

Objective:

The students are aware that some people have a negative attitude towards handicapped people.

Materials:

Book: What do You Do When Your Wheelchair Gets a Flat Tire?

Procedure:

Write the following questions on the blackboard.

Pretend that you are handicapped:

1. How would you want to be treated ?
2. Do you think people would tease you ?
3. What kind of questions do you think people would ask you ?
4. What message would you like to tell others about yourself ?

Have the students discuss how they would answer these questions and then compare their answers to the ones in Chapter Five, pp. 48-57.

Choose some appropriate answers to read for each question.

Explain that these are questions that were asked of handicapped students and this is the way they answered them.

PROJECT: C.H.A.N.G.E.
THIRD GRADE CURRICULUM
ACCEPTANCE OF HANDICAPS

BIBLIOGRAPHY

Bilkin, Douglas. What Do You Do When Your Wheelchair Gets A Flat Tire? New York: Human Policy Press, 1978.

Grealish, Mary Jane. Amy Maura. New York: Human Policy Press, 1975.

ABOUT THE STAFF

STAFF:

Director	Donald Martin
Coordinator	Sherry Smith
Assistant Coordinator	Alan Balter
Medical Consultant	LaVerne Galzin
Media Consultant	Cynthia Foulkes
Curriculum Coordinator	Karen Harper
Curriculum Advisor	Kathleen Delaney
Curriculum Advisor	Robert Honkisz
Graphic Artist	Karen Madden
Evaluation Consultant	A. Edward Ahr

Donald Martin, Project Director, holds B.A. and M.A.T. degrees from Harding College in Arkansas. He has worked as Assistant Principal at the Junior High School level, Director of a Demonstration Center for Gifted Children, and as Director of Federal Programs. As Program Director for Project C.H.A.N.G.E., he is responsible for the overall administration of the project.

Sherry Smith, Project Coordinator, has the B.A. from College of St. Francis in Illinois and M.S. from Chicago State University. Her previous experience includes classroom teaching and speech pathology at the elementary level. As Coordinator of Project C.H.A.N.G.E., she is responsible for the day-to-day operation of the program including grant writing, curriculum planning, and design of assessment instruments.

Alan Balter, Assistant Project Coordinator, has B.S., M.S., and Ph.D. degrees from the University of Illinois. He has worked as a teacher of retarded children, researcher, and university professor. As Assistant Coordinator, he helps with the daily functioning of the program and project dissemination.

LaVerne Galzin, Medical Consultant for the project, is a registered nurse who also holds the B.S. degree. She has wide experience working as a hospital nurse, public health nurse as well as a school nurse. In her role as Medical Consultant she explains nursing and medical information and strategies to program staff and is the program laisson to the medical profession.

Cynthia Foulkes, Media Consultant for the project, holds the B.S. in Education from Illinois State University and the M.S. in Education from Chicago State University. Her experience includes working as a School District Librarian and Director of a Learning Resource Center. She is responsible for ordering and processing all program materials as well as assisting program staff plan and execute audio-visual presentations.

Karen Harper, Curriculum Coordinator has the M.A. degree in Learning Disabilities and has many years of teaching experience in special education. She has developed the Kindergarten and Primary grades curriculum and supervised curriculum development at other levels.

Kathleen Delaney, Curriculum Advisor, has a B.A. degree from St. Xavier College in Illinois. She has worked as a teacher's aide in Project Head Start and as a teacher in the elementary grades. Her major responsibilities have been writing the project curriculum and lesson plans for grades 4-6.

Robert Honkisz, Curriculum Advisor, has the B.S. degree from the University of Illinois. He has worked as a physical education teacher in the elementary grades. His primary responsibilities have been writing project curriculum and lesson plans for grades 7-8.

Karen Madden, Graphic Artist, holds the B.S. degree from Northern Illinois University and the M.S. from Illinois Institute of Technology. She works as an Art Teacher for children between Kindergarten and 8th grade. Her major responsibility for the project involves producing original artwork for program materials.

A.Edward Ahr, Evaluation Consultant, has the B.S. and M.S. degrees from the University of New Mexico and the Ed.D. degree from Loyola University in Chicago. His work experience includes classroom teaching, school psychology, school administration and university teaching. His project responsibilities involve designing assessment techniques, statistical analysis of data and program evaluation.